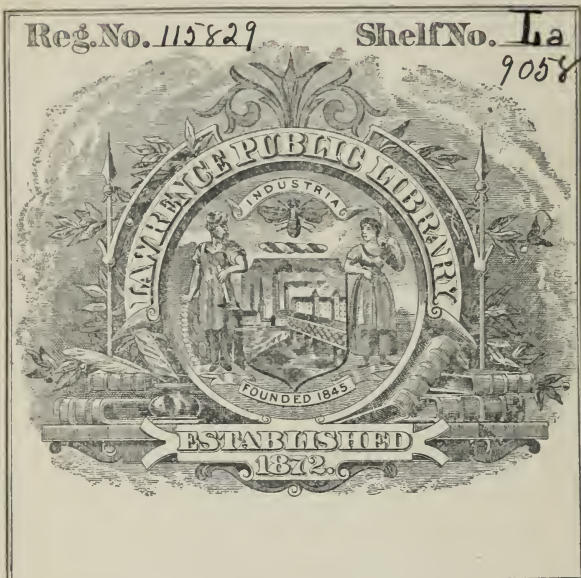


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TWELFTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF LAWRENCE,

PREPARED BY

HENRY K. OLIVER,

SECRETARY AND SUPERINTENDENT OF SCHOOLS.

1858.



LAWRENCE:

SARGENT & MERRILL, PRINTERS,

1859.

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SCHOOL DEPARTMENT,
City of Lawrence, December 30, 1858. }

HON. JOHN R. ROLLINS,

Mayor and Chairman of the School Committee :

SIR,—I have the honor to submit to the School Committee, my Report upon the Public Schools for the year 1858, as required by the School Regulations,

Very Respectfully and Truly Yours,

HENRY K. OLIVER,


Superintendent of Schools.

Extract from the Records of the School Committee.

At a meeting of the School Committee, held December 30, 1858, it was Voted, that the Committee adopt the Report now submitted by the Superintendent of Public Schools, and present it to their fellow-citizens as the Report of this Committee; and that two thousand copies thereof be printed for circulation.

A true copy—Attest,

GEORGE PACKARD, Secretary *pro tem.*



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SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT, }
LAWRENCE, DECEMBER 31, 1858. }

GENTLEMEN OF THE SCHOOL COMMITTEE:

The Regulations of the Board require a Report from the Superintendent of Public Schools, at the close of the year, and in compliance therewith, I submit the statements and remarks on the pages following:

Allow me first to say, that though soon to occupy a position which, in my judgment, is not compatible with my longer holding the office of Superintendent of Public Schools, I shall nevertheless continue to feel an ardent interest in the educational matters of the city, and shall take great pleasure, nay, I shall deem it a sacred duty, to co-operate with the Committee in carrying out whatever their wisdom and experience shall decide to be promotive of the success of an interest so vitally important. I take this opportunity of thanking my associates for the confidence they have placed in me, and for the uniform support they have afforded me in the discharge of the duties of the office I have held for two years, with the exception of about two months last past, during which, my

duties as an Agent of the State Board of Education, compelled me to be absent from the city most of the time, the labors of my office as Secretary having been performed in the interval, under your sanction, by Rev. George Packard.

In the Report for the year 1857, it was said, (page 6,) that in May 1853, the city contained 1869 children between the ages of five and fifteen years, and in May 1857, it contained 3021, a gain of 1152. During the year between May 1857 and May 1858, there was a loss, as will be seen below, of 511 such children, there being at this last date, but 2610. The number (511) lost, is nearly one sixth of the number (3021) which we had in May 1857, and if the loss of children be taken as an index of our loss of families and of population, it shows a very material and serious diminution in our numbers, which, taking the idea generally received among us, that we counted some 16,500 in 1857, amounts to a loss of 2750. It may be well to state that the month of May is the month indicated by the circular sent out by State authority, for the taking of this census.

The number of children between five (5) and fifteen (15) years of age, as taken in May 1858, (2610), enumerated by Wards, stands as follows, viz:

Ward 1,	421
Ward 2,	544
Ward 3,	651
Ward 4,	509
Ward 5,	239
Ward 6,	246—2610

Of the above there were on the

Pacific Corporation,	105
Bay State Corporation,	33
Atlantic Corporation,	74
Pemberton Corporation,	21
Duck Corporation,	6

The following Table shows the losses in the several Wards for May 1858, as compared with May 1857. There were in

	May 1857.	May 1858.	Loss.
Ward 1,	477	421	56
Ward 2,	686	544	142
Ward 3,	741	651	90
Ward 4,	607	509	98
Ward 5,	243	239	4
Ward 6,	367	246	121
Total loss			<hr/> 511

Ward 2, the Bay State Mills Ward, losing the largest number.

The following Table exhibits the general statistics of the Schools for each term of the year, the percentage of attendance being derived from the average number belonging to the several Schools enumerated. I beg leave to call the attention of the Committee, of Parents and of Teachers, to the details of this Table. There will be perceived a very great disparity between the percentage of attendance of different Schools. It fluctuates between 98 and 63 per cent, a variation of 35 per cent. This is quite too much, and it would seem that greater uniformity ought to exist. Will not equal assiduity on the part of Teachers and Parents to secure that constancy of attendance so essential to the good of the Schools, produce a more uniform result? The attendance of 1858 is a manifest improvement upon that of 1857.

SCHOOLS.

Winter Term—1857-8.

No. under 5 years of age.	No. over 15 years of age.	Per cent of Attendance.	Average Attendance.	Average No. belonging..	Whole No. belonging....
65	202	84	2724	2303	1830
<p>Oliver High School..... 72 70 65 93 44</p> <p>Oliver Grammar School..... 894 738 659 91 139</p> <p>South Grammar School..... 78 61 48 78 4</p> <p>South Middle School..... 63 60 50 83</p> <p>Cross Street Middle School..... 40 37 33 89</p> <p>Pine Street Middle School..... 101 88 65 74</p> <p>Franklin Street Middle School..... 54 46 35 76</p> <p>Amesbury Street Middle School.. 71 63 49 78</p> <p>Oak Street Middle School..... 61 55 48 87</p> <p>Newbury Street Middle School.. 86 71 59 83</p> <p>Elm Street Middle School..... 72 61 56 92</p> <p>Prospect Street Middle School.. 39 28 23 84</p> <p>Tower Hill School..... 44 45 40 88</p> <p>Prospect Hill Primary School.. 45 40 26 65</p> <p>Elm Street Primary School..... 94 86 64 74</p> <p>Newbury Street Primary School 93 88 76 87</p> <p>Oak Street Primary No. 1..... 78 73 51 70</p> <p>Oak Street Primary No. 2..... 72 65 49 76</p> <p>Oak Street Primary No. 3..... 71 46 41 88</p> <p>Amesbury Street Primary School 131 106 100 94</p> <p>Franklin Street Primary School 85 54 53 98</p> <p>Pine Street Primary School..... 144 127 88 70</p> <p>Cross Street Primary School... 61 51 43 84</p> <p>Union Street Primary School.. 86 68 53 78</p> <p>South Primary No. 1..... 47 35 25 71</p> <p>South Primary No. 2..... 52 41 31 76</p>					

Spring Term—1858.

No. under 5 years of age.	No. over 15 years of age.	Per cent of Attendance.	Average Attendance.	Average No. belonging..	Whole No. belonging....
119	173	84	2627	2186	1840
<p>Oliver High School..... 64 59 56 94 41</p> <p>Oliver Grammar School..... 774 774 632 91 109</p> <p>South Grammar School..... 74 61 56 90 7</p> <p>South Middle School..... 50 46 40 87</p> <p>Cross Street Middle School..... 41 36 33 92</p> <p>Pine Street Middle School..... 102 83 63 76</p> <p>Franklin Street Middle School.. 50 42 35 83</p> <p>Amesbury Street Middle School 62 52 45 86</p> <p>Oak Street Middle School..... 63 53 44 90</p> <p>Newbury Street Middle School 81 61 51 83</p> <p>Elm Street Middle School..... 58 44 39 82</p> <p>Prospect Street Middle School 40 28 22 78</p> <p>Tower Hill School..... 78 56 46 80</p> <p>Prospect Hill Primary School.. 47 41 26 65</p> <p>Elm Street Primary School..... 116 96 64 75</p> <p>Newbury Street Primary School 92 85 73 86</p> <p>Oak Street Primary No. 1..... 71 65 48 74</p> <p>Oak Street Primary No. 2..... 71 74 60 81</p> <p>Oak Street Primary No. 3..... 57 51 47 92</p> <p>Amesbury Street Primary School 128 106 101 95</p> <p>Franklin Street Primary School 98 63 62 98</p> <p>Pine Street Primary School..... 122 118 87 80</p> <p>Cross Street Primary School... 89 80 64 73</p> <p>Union Street Primary School.. 78 65 48 74</p> <p>South Primary No. 1..... 51 48 32 71</p> <p>South Primary No. 2..... 61 50 36 73</p>					

Summer Term—1858.

No. under 5 years of age.	No. over 15 years of age.	Per cent of Attendance.	Average Attendance.	Average No. belonging..	Whole No. belonging....
157	91	86	2435	2082	1752
<p>Oliver High School..... 75 71 67 94 46</p> <p>Oliver Grammar School..... 628 628 474 90 33</p> <p>South Grammar School..... 44 38 36 85</p> <p>South Middle School..... 45 40 34 87</p> <p>Cross Street Middle School..... 42 38 33 84</p> <p>Pine Street Middle School..... 87 75 56 74</p> <p>Franklin Street Middle School 47 35 31 88</p> <p>Amesbury Street Middle School 49 42 36 84</p> <p>Oak Street Middle School..... 59 52 45 87</p> <p>Newbury Street Middle School 65 46 35 75</p> <p>Elm Street Middle School..... 47 40 34 85</p> <p>Prospect Street Middle School 30 26 23 87</p> <p>Tower Hill School..... 76 54 43 79</p> <p>Prospect Hill Primary School.. 42 38 32 84</p> <p>Elm Street Primary School..... 113 98 89 90</p> <p>Newbury Street Primary School 93 85 75 88</p> <p>Oak Street Primary No. 1..... 73 66 56 85</p> <p>Oak Street Primary No. 2..... 62 54 44 80</p> <p>Oak Street Primary No. 3..... 57 52 45 87</p> <p>Amesbury Street Primary School 106 86 79 91</p> <p>Franklin Street Primary School 140 87 80 92</p> <p>Pine Street Primary School..... 144 122 104 85</p> <p>Cross Street Primary School... 93 82 68 82</p> <p>Union Street Primary School.. 70 66 50 75</p> <p>South Primary No. 1..... 70 65 48 74</p> <p>South Primary No. 2..... 58 56 48 73</p>					

Fall Term—1858.

No. under 5 years of age.	No. over 15 years of age.	Per cent of Attendance.	Average Attendance.	Average No. belonging..	Whole No. belonging....
149	96	87	2373	2060	1778
<p>Oliver High School..... 65 63 60 95 42</p> <p>Oliver Grammar School..... 554 554 471 92 41</p> <p>South Grammar School..... 59 50 45 83</p> <p>South Middle School..... 45 40 34 84</p> <p>Cross Street Middle School..... 45 40 34 85</p> <p>Pine Street Middle School..... 84 79 58 74</p> <p>Franklin Street Middle School 57 45 37 82</p> <p>Amesbury Street Middle School 58 42 39 92</p> <p>Oak Street Middle School..... 67 54 47 87</p> <p>Newbury Street Middle School 60 46 39 84</p> <p>Elm Street Middle School..... 60 50 45 91</p> <p>Prospect Street Middle School 26 23 19 83</p> <p>Tower Hill School..... 67 56 44 80</p> <p>Prospect Hill Primary School.. 42 38 35 89</p> <p>Elm Street Primary School..... 116 103 85 82</p> <p>Newbury Street Primary School 93 86 75 87</p> <p>Oak Street Primary No. 1..... 72 61 52 85</p> <p>Oak Street Primary No. 2..... 60 55 47 85</p> <p>Oak Street Primary No. 3..... 54 49 44 90</p> <p>Amesbury Street Primary School 121 98 87 91</p> <p>Franklin Street Primary School 151 98 87 89</p> <p>Pine Street Primary School..... 136 127 98 77</p> <p>Cross Street Primary School... 97 81 76 93</p> <p>Union Street Primary School.. 67 62 53 85</p> <p>South Primary No. 1..... 60 58 37 83</p> <p>South Primary No. 2..... 56 53 37 70</p>					

The subject of Truancy is one that calls for attention on the part of the Board, and for such action in reference to it as may produce a speedy diminution and ending of it. I need not dwell upon the manifest enormity of this crime, for it is nothing else, nor enlarge upon it as a fruitful source of other and terrible crimes. If persevered in and unchecked, till it becomes habitual, it is one of the most impracticable and hopeless maladies with which Parents and Teachers are annoyed. It leans upon lying for support, and lying itself relies upon a structure of lies upon lies, frail and tottering to the fall, which fall, at last precipitated by the Father of lies, who urged on and helped forward the structure, crushes the helpless and hopeless victim beneath the ruins. Of 2138 boys sent to the State Reform School from its commencement to October, 1857, 1468 were truants. More than four-fifths of the 2138 were habitual liars and profane swearers; and more than one-half had frequented places of questionable amusements; two-thirds were Sabbath-breakers; nearly two-fifths had habitually used tobacco; one-fourth had used ardent spirits; and the parents of four-sevenths were persons whose moral example was pernicious. These evil manifestations are not unknown in our own city. Truants, swearers, liars, Sabbath-breakers,—are we exempt from them, and are there among our boys none who use tobacco or strong drinks, and who frequent places of questionable amusement? Let any person visit our City Hall on evenings of exhibitions of any sort, especially of the doubtful sort, and see how many boys, and even girls, are loitering about the entries, in the feeble hope of some chance of “getting in.” Infinitely better were it for them to “get out,” and to seek the shelter and protection of home. I can hardly name anything more mischievous in its influences than this night-street-roaming, and I am free to express the opinion that parents who permit their children to indulge in it, and to be loitering around Bowling

Alleys, Billiard Saloons, and places of amusement such as I have named, are guilty of unfaithfulness to the sacred charge committed to their keeping, and if their children, unrestrained, pass on from these evil beginnings to perfection in the highest wickedness and most atrocious crime, they themselves are responsible for the sins of their children, and will, by the just Judge of all, be called to account therefor.

In the matter of truancy, I am in hopes that some action may be taken by the constabulary force of the city, and that boys and girls, (though the latter very seldom are truants), found in the streets during school hours, will be followed after, and required to account for their non-attendance. We have adopted the "Acts concerning Truant Children and Absentees from School" of 1850 and 1853, which are to the following effect, viz.:—

"Every child in the City of Lawrence, between the ages of six and sixteen years, who shall be an habitual truant from School, shall be punished by a fine not exceeding twenty dollars, to be recovered to the use of the City of Lawrence, on complaint before the Police Court, in Lawrence, or by confinement in the State Reform School, at Westborough, for a term not exceeding two years at any one time.

"Every child in the City of Lawrence, between the ages of six and sixteen years, who shall not attend School, and not be engaged in any regular and lawful occupation, growing up in ignorance, shall be punished by a fine not exceeding twenty dollars, to be recovered to the use of the City of Lawrence, or by confinement in the State Reform School, at Westborough, for a term not exceeding two years at any one time."

The difficulty in the matter is, that the parents of the parties who are commonly truants, cannot pay the fine, and the next resort is to send the offender to the State Reform School, at Westborough. The processes of law to be passed through, and the distance at which the School is located, are impedi-

ments to quickness in bringing the punishment into operation, and while this punishment is not too severe for obstinate cases, it is, perhaps, too much so for those of a milder type. Printing the Ordinance and posting it up in every School Room, and causing it to be read by the several Teachers at frequent intervals in the hearing of the whole school, and an immediate report of every delinquency to the Superintendent and the Truant Officers, would undoubtedly be of salutary influence.

The absentees from our schools may be divided into three classes,—wilful truants, absentees ostensibly waiting for work, and those permitted to be absent, by parents, for slight causes. In the last case, influence must be brought to bear upon the parents, and that can best be done by the Teacher of the child, or by the Superintendent on representation by the Teacher. In relation to the second class, the same means may first be adopted, and if no effect be produced, and the absence be persevered in, the parties should be taken to be wilful and habitual truants, and be dealt with under the City Ordinance.

The following table, the several columns of which are explained by their headings, is worthy of minute attention, showing as it does all the most important educational statistics of the fourteen cities of Massachusetts. The figures are taken from the forthcoming Report of the State Board of Education, compiled from returns made to the Board from the several cities of their statistics respectively for the year 1857. It must be borne in mind that the returns of any given year, say of 1857, are sent to the Board in 1858, and published early in 1859. I have added at the foot, the statistics of Lawrence for 1858, as nearly as I could ascertain them :—

✍ As the details of this Table are taken from a Report which may not reach all our citizens, and as, in the Report itself, they are scattered over many pages, I have united them here, as matter of both convenient reference and useful information.

Share of State School Fund for 1857. Paid in 1858.	Income from School Fund.	School Funds belonging to Towns.	Per centage of taxable property appropriated to Schools in mills & 100ths.	Whole amount raised for Schools.	Sum expended annually for each child between 5 and 15 years of age.	Average monthly wages of Females.	Average monthly wages of Males.	No. of Teachers.	No. of Teachers.	No. of Schools.	Percentage of attendance to whole number be- ing to the Schools.	No. of Children under 5 and over 15 attending School.	Average Attendance of ditto.	No. of Children belong- ing to Schools.	No. of Children between 5 and 15 years.	Population in 1855.	CITIES.
\$6136.79	\$360.00	\$6350.00	1.27	\$270,120.56	\$9.17	\$41.53	\$154.68	398	62	54	234	87.04	2573	21349	29456	160608	Boston,
816.27	500.00	10,000.00	3.53	37420.86	8.95	27.66	111.93	60	62	10	39	72.69	3302	45482	4719	20473	Cambridge,
960.07	336.00	5600.00	4.41	38000.00	7.82	27.10	112.03	9	60	9	39	64.04	3067	4789	4858	21742	Charlestown,
411.40		none.	4.07	14150.00	6.81	27.10	127.27	2	36	2	22	66.84	176	1987	2078	10151	Chelsea,
612.00		"	2.54	15500.00	5.47	22.13	71.12	7	42	7	22	62.84	1665	2491	2833	12880	Fall River,
593.30		"	3.66	22000.00	7.28	22.91	79.17	4	43	4	42	83.89	2069	2423	3021	16114	Lawrence,
1130.50		"	2.85	48000.00	8.93	22.76	95.76	15	43	15	63	67.08	2993	2969	3629	37563	Lowell,
722.07		"	7.16	26723.37	7.10	26.30	84.06	7	48	7	41	78.26	1913	3045	3645	5374	Lyynn,
851.70		"	9.37	35222.55	9.37	34.01	77.28	8	43	8	33	75.91	2383	3425	3941	15713	New Bedford,
587.00	700.00	12,000.00	2.43	35222.55	9.37	34.01	77.28	8	43	8	33	75.91	2383	3425	3941	15713	New Bedford,
852.00	900.00	16,000.00	2.29	12330.36	4.32	19.12	61.52	34	34	34	33	88.99	3041	1922	1822	20389	Newburyport,
842.32	3698.54	73,385.29	1.60	38923.53	9.81	22.34	110.17	61	61	7	67	91.17	3088	3404	3869	18477	Roxbury,
421.96		none.	2.85	21830.40	6.52	22.67	104.33	53	63	53	39	90.87	2440	2635	3349	13357	Salem,
7632.67		7632.67	7.20	18000.00	7.20	21.67	86.05	5	52	5	37	74.17	2410	2635	3349	13357	Springfield,
861.90		none.	7.52	30000.00	7.52	27.88	87.76	6	65	6	57	65.78	2736	4159	3987	22286	Worcester,
Due 1859.		none.	7.66	20000.00	7.66	23.97	80.73	44	66	4	42	80.75	2050	2363	2610	14000	Lawrence, 1858, (Say)

But few repairs have been necessary upon the School Houses the past year, and few, I think, will be needed for the year to come. I cannot avoid, in this connection, making the suggestion that it will be well for the Committee to look at the difficult and very narrow means of escape from the second and third stories of the Oliver Grammar School, should a fire occur during School hours. Indeed should a fire take place from a central furnace, (there are five in the building,) when all the children, 650 in number, are assembled, as they sometimes are, in the Upper Hall, I do not see how they could possibly be all gotten out unharmed. The burning of School Houses in New York, and the recent burning of the Quincy School House in Boston, bring the matter forcibly to my mind, and induce me to call the attention of the Committee to the matter of our own principal School building, and the very inadequate means of escape therefrom, in case of any fire-peril.

The old Primary School House on the Lowell Road, South Side, is entirely unfit for the purposes for which it is used. It has been repeatedly condemned by former Committees, and ought not longer to be tolerated. There are, as the Committee is aware, two Primary Schools kept there, and in cold weather the rooms cannot be suitably warmed, and the Teachers and children suffer. It is one of the worst School Buildings in the County, doing us no credit, and justifying the complaints of parents who compare the accommodations furnished to their children with those of any other part of the city.

The School Return required by law, together with a certified copy of the Report of the School Committee of the city for the year 1857, was sent to the office of the Secretary of State on the second day of February last, and based on this Return, the City received as its share of the State School Fund, the sum of \$634 41. In the previous year, 1857, we had received \$593,30, a part of which, \$506, was expended in

the purchase of two of Chickering's School Piano Fortes, one for the High School and one for the Oliver Grammar School. The Instrument, theretofore used in the High School, a very good one, was transferred to the South School. A part of the money received in 1858, (\$634,41) was expended in the purchase of simple elementary apparatus for our Primary and Middle Schools, and in repairing and making additions to that of our High School. I recommend that the balance be added to the unexpended balance of the Fund of 1857, \$87,30, and be used to procure Maps and other Apparatus for the two Grammar Schools. The embossed Maps, published in Paris, exhibiting the proportionate elevations and depressions of the various parts of the earth, are specially interesting and instructive.

The Board has held 37 meetings during the year, a quorum of the members having in every instance been present. At the first meeting, I had the honor to be re-elected Secretary and Superintendent of Schools. At the same meeting of the Committee, on the evening of January 5, 1858, the following arrangement of the members into Sub-Committees was adopted, and their assignment to the several Schools was ordered:—

GEORGE PACKARD, *Prospect, Elm, and Newbury Street.*

H. K. OLIVER, *the Four Schools on Oak Street.*

J. K. BARKER, *Schools on Franklin and Cross Streets.*

G. W. GARLAND, *Schools on Pine and Amesbury Streets.*

DANIEL HARDY, *School on Tower Hill.*

O. WHEELER, *South Side Middle and Primary Schools.*

H. K. OLIVER,	}	<i>Sub-Committee on Oliver High School.</i>
GEO. PACKARD,		
O. WHEELER,		

G. W. GARLAND,	}	<i>Sub-Com. on Oliver Grammar School.</i>
DANIEL HARDY,		
J. K. BARKER,		

OLIVER GRAMMAR SCHOOL.

Mr. G. A. Walton,	Misses R. A. Gerrish,
J. H. Eaton,	M. M. Persons,
Misses S. J. Baker,	M. A. Tenney,
C. M. Gardner,	A. C. Eastman,
E. G. Macy,	S. O. Brickett,
M. Young,	A. T. Knox,
M. B. F. Brown,	A. W. Wilson,
A. Hale,	

MIDDLE SCHOOLS.

Misses A. B. Poor,	Misses C. A. Chickering,
S. C. Morrison,	E. J. Twombly,
M. J. Hanscomb,	S. R. Gale,
S. W. Baker,	E. W. Richardson,
A. A. Parsons,	M. L. Abbott.

PRIMARY SCHOOLS.

Misses M. A. Chapman,	Misses I. H. Pratt,
R. F. Deane,	E. J. Faulkner,
H. L. Cole,	E. L. Gordon,
L. J. Swan,	S. A. Richardson,
E. G. Wetherbee,	C. C. Fairfield,
L. F. Jenness,	A. R. Chandler,
A. M. Porter,	A. R. Kempton,
M. J. Wells,	L. Bailey,
H. Ambrose,	A. L. Abbott.
K. L. Marshall,	

At the same meeting, it was voted, that Mr. W. F. Gile be continued, for the present, in charge of the South Grammar School, his re-election being deferred. No subsequent action was had upon it, and Mr. Gile left the school in October last, when it was placed under the temporary charge of Mr. Augustus B. Clark. It has since been assigned to Mr. John Orne, Jr.

During the year, but one examination was found necessary for the purpose of obtaining Teachers to fill existing vacancies, or to be held in reserve to fill temporary or prospective vacancies. This took place in the Room of the Common Council, at the City Hall, on Wednesday evening, September 1st. Fifteen young ladies, all belonging to Lawrence, presented themselves. It had previously been determined by a vote of the Committee, to select the number of Teachers wanted from our own City, and from graduates of our own High School, provided the result of an examination should justify it. The candidates were examined with much care, in Reading, Spelling and Defining, in Geography and Arithmetic, by written questions, five to each, and were also required to write an original composition on a given subject, "Spring," to be taken as a test in Penmanship, Grammar, Punctuation, the use of Capitals and Spelling, as well as a test of comparative capacity in expressing their own thoughts in their own language. From the records of the examination the following persons were deemed to be competent to teach:

Miss R. L. Boardman,	Miss M. Howe,
" S. A. Nelson,	" L. B. Dane,
" M. A. Dane,	" S. J. Williams,
" F. Swan,	" M. E. Cook,
" N. M. Carter,	" M. Durrell.

Misses M. L. Abbot and F. A. Reed had, previously to the above, been added by vote to the corps of Teachers.

During the year, the following persons have left the School-service of the City:

Mr. W. F. Gile,	Miss M. J. Hanscomb,
Miss C. E. Mitchell,	" H. E. Gault,
" M. F. Putnam,	" S. R. Gale.

And the following have been assigned to fill the vacancies:

Mr. John Orne, Jr.,	Miss A. R. Chandler,
Miss R. R. Kempton,	“ L. A. Bailey,
“ A. L. Abbott,	“ F. A. Reed,
“ M. L. Abbott,	“ S. A. Nelson.

The Annual Public Examination of the several Schools commenced on Monday morning, May 10th, and continued without interruption until Friday afternoon, May 14th, during which time, beginning with the Primary and Middle Schools and ending with the High School, every class and every Division of each School was examined. To accomplish this, it was necessary to divide the Committee into Sub-Committees for the Primary, Middle, and South Grammar Schools, and for the lower Divisions of the Oliver Grammar School, so arranging the Sub-Committees that no two gentlemen were more than once on the same Sub-Committee. The First Division of the Oliver Grammar School, and the entire High School, were examined in presence of the whole Board.

By our new Regulations, it is required that the “Committee shall, by Sub-Committees, during the months of March and November, make a thorough examination of all the Schools, and each Sub-Committee shall make a Report to the whole Board, in writing, of the condition of the Schools by them respectively examined; and there shall be an Annual Exhibition of the High and Grammar Schools during the last week of the Spring Term, and the hours for the exhibitions of these Schools shall be arranged by the Board.”

I recommend that the Exhibition here provided for, be held in the City Hall, whose ample dimensions will secure comfort and accommodation to the very many persons, who, either as parents or friends of education, always throng into the School Rooms, to witness the literary festivities of the annual examinations. There is by no means, in the largest of them, room enough for the spectators, nor can the Scholars

themselves, the objects of special interest on these occasions, be placed in a favorable position to be seen or heard. Let us have the abundant room of the City Hall, and make the day a gala-day for the City. The stage may be made ample enough to hold the whole crowd of children, (and what sight can be more beautiful?) and the spacious Hall will give full accommodations to our fellow-citizens, who will be sure to flock to the interesting spectacle. We can make the occasion both alluring and useful. Brief addresses may be made by the friends of the cause, and music, in the full chorus of the hundreds of children there gathered, add its persuasive attraction to the day. I hope this suggestion may be deemed worthy of the notice of the Committee, and be fully carried out. I am persuaded that it would be a most acceptable demonstration to the people of Lawrence, and that nothing from our educational resources could be offered to them, more gratifying or more welcome. I believe, too, that such an exhibition of the real jewels of the city, polished by the careful process of our educational system, would add friends to the cause and strengthen the hands of those who are laboring in its support.

The public examinations having been brought to a close, the next work of the Committee was the examination of candidates for admittance to the High School. This took place at the Rooms of the School, on Monday, May 24th, 1858. Forty-seven candidates offered themselves from the Oliver Grammar School, and one from the South Side Grammar School. From the result of the examination, twelve boys and eleven girls were admitted on the usual probation of one month; eleven boys and five girls on the longer probation of the whole summer term, making an addition to the School of thirty-nine pupils. Six boys and two girls were rejected. One of these six boys, was the only one offered from the South-side Grammar School. Since 1853, five scholars from

this School have entered the High School,—one in 1854, two in 1855, two in 1856; in 1857 and in 1858 none.

The transferring of pupils from the Primary to the Middle Schools, takes place on the first Monday in each term, under the direction of the Teachers thereof, all doubtful cases being referred to the Superintendent and settled by him.

The regular promotions from the Middle to the Grammar Schools are made by the Middle School Teachers acting with Teachers of the Grammar Schools, semi-annually, on the first Monday in the Summer and Winter terms, the Superintendent being consulted in all doubtful cases. But promotions may be made on the first Monday in each term, whenever the Superintendent and the Masters of the Grammar Schools may deem it necessary.

Under the examination held for the latter purpose early in December last, eighty-five pupils were promoted into the Seventh Division of the Oliver Grammar School, and six from the South Middle to the South Grammar School.

Our High School under the instructions of Mr. Rolfe, assisted by Misses Gerrish and Hovey, continues to be conducted with eminent success. The administration of its affairs, in details of discipline and instruction, has been satisfactory in all respects; and the condition of the School during the year past, as seen at frequent points of time, and its manifest improvement and progress, entitle it to rank among the very best within my knowledge. Desiring to draw the attention of the parents of its pupils, and of the public generally, to this excellent school, I take the opportunity of going somewhat into detail, especially in reference to the system of books and method of teaching adopted for the Greek and Latin classes.

The series of books prepared by Prof. John McClintock, of the Department of Languages in Dickinson College, and published by Harper & Brothers, which we have now used

for nearly two years with signal success, is an immeasurable advance upon the systems pursued, twenty-five years ago, of worrying and wearying through the whole of the Latin and Greek Grammars, (the very thought of it

“Renews the sad remembrance of our fate,”)*

before being allowed the privilege and the satisfaction, nay, the advantage, of making a practical application of any portion of it whatever. That system, through which in our young days we drudged, required a faith almost Abrahamic, that, at some remote and future day, the doleful delving would lead to some use or advantage wholly invisible and almost inconceivable to those who were treading the tedious travel towards it. Month after month, of toilsome memorizing alone, passed by, before we were permitted to make the first application of whatever forms and rules we had learned, to the practical purposes of the language. By the more rational system now in use, upon which many books have been prepared within the last ten years, we learn a little of the grammar at first, and use it as soon as learnt, in oral or written exercises, until it becomes as familiar as one's own mother tongue, and the pupil can render from Latin or Greek into English, or from English into Latin or Greek, with equal readiness.

This system was tried at first with success in the Modern Languages, French, Spanish, German, etc., Olendorff having the credit of originating it. The faults of the first books were chiefly in the arrangement, for it is no easy matter to arrange the laws of a language in the best and most convenient way for a practical system. Woodbury in the German, Fasquelle in the French, and M'Clintock in the Latin and Greek, seem to have attained to remarkable success in this direction. The Arnold series in Greek and Latin is imperfect, and even as

* Infandum, Regina, jubes renovare dolorem.—*Virgil*.

improved by Harkness, will not enter into favorable comparison with the M'Clintock. The latter, though not wholly faultless, is sufficiently good; and it is quite doubtful whether, for many years to come, we shall have a series of elementary books in the Ancient Languages enough better to justify its substitution for this. The principal features of the system are briefly these, viz:—

The First Book contains within itself Grammar, Exercises, Reading Book, and Dictionary,—all that the pupil needs before commencing to read any easy Latin author. Not that the work is intended to hold out the visionary allurements that it can “teach without a master,” or without work on the part of both pupil and master. No language, no learning whatever, can be acquired without work, and pretty hard work too. But it is a satisfaction that need not long be withheld from the learner, that his labor should show some positive fruit; and it is the intention of these books, that as soon as the pupil shall have acquired some etymological forms and some grammatical principles, he shall make an immediate application thereof to practice; and this is to be kept up, both orally and in writing, from the very first lesson, in constancy of imitation and repetition. The models for such imitation are, in these books, taken from Cicero and Cæsar in Latin, and from Xenophon in Greek,—and these models, in sentences short at first, but lengthening with the scholar's progress and acquirements, are repeated and re-repeated, and imitated from the Ancient Language to the Vernacular and *vice versa*, till the scholar *knows* the whole matter; positively *knows* it, without possibility of mistake. As I have said, the scholar *must work*, but he does not feel that he is wasting his labor, nor “toiling all night and catching no fish.” He does not lose his courage, for he sees, and feels, and tastes of the fruit of his labor, and it strengthens him for new effort, and does not, like “hope deferred, make the heart sick.” He

takes his refreshment by the way-side of the path of learning, and he feels that "her ways are ways of pleasantness," and of early practical and profitable results.

Again, the command obtained by our own young Latin scholars over the anomalies and idioms of the Latin language, has often surprised and pleased me, and furnished a striking proof of the merits of the system. The points upon which scholars are generally most imperfect, are the very points with which ours are the most familiar, and in the use of which they are the most ready. I know that some teachers have found fault with this system, but the reason of their rejecting it is just what should commend it, and that is that it requires the teacher and pupil to work incessantly, with untiring drill and constancy of review. *Review*—that is the magic parent of success,—and day by day must the teacher require exercises illustrating lessons learned days, weeks, and months ago, being constantly *wide awake* and on the watch, lest some important principle be forgotten for want of review and practice. Many teachers have not the enthusiasm, the tact, the patience, and the promptness, necessary for complete success in this method, and many fail to excite enthusiasm and promptness in their pupils, elements in themselves sure prognostics of success; and so both tire and faint in the way. Yet if the philosophy of this method be properly understood, almost any teacher will accomplish more with it, than he could possibly do with the old.

Now under the careful, persistent, unsparing, and systematic teaching in our High School, following the guidance of this method, we find our scholars ready, at any moment, to repair to the Black-Board and *write out in Latin or in Greek*, (in the Greek characters of course, and with all the accents,) any lesson over which their path of study has extended, or to combine the Latin or Greek words they have once learned into any sentences into which these words are susceptible of

being combined. I have never seen this done in any other School whatever, and yet it is the daily and ordinary work in our High School, and speaks high commendation of the system, as well as high praise due to the fidelity of both pupil and Teacher. The same earnestness and fidelity of teaching are manifested in the Mathematical and English Departments of the School.

Under the revised system of studies, a course in the English Language and Literature was adopted, and this is considered the most important feature of the instruction given. No one is excused from it under any circumstances, nor ought he to be, for our language and literature are pre-eminently valuable to us; nay, a thorough knowledge thereof is wholly indispensable. Other departments of study, perhaps, need no particular notice, though it is proper to state that in French, changes were made similar to those in Latin and Greek. If further changes be deemed expedient, they ought to be in the direction of further curtailment of what is really *nominal* work, that the *real* may be more thoroughly done, and so become more profitable to the scholar when he shall be subsequently engaged in the practical details of world-work. Half of the last year of the course might be profitably spent by those not intended for Collegiate life, in reviewing branches of common English studies, with special reference to their practical application. It is often found that even Seniors in High Schools, (some Seniors in Colleges are in the same category,) will not bear an examination in some of the most important matters in Arithmetic and Geography, and are not seldom poor spellers and worse penmen. They ought, then, to take another look at these matters, at a time when they can more accurately appreciate their value, and can discriminate between those things which they *may*, without much danger, allow themselves to forget, and those which they *must never forget*. The real practical business and work of ordi-

nary life is carried on with the simpler elements of learning. Let these then, be known by those who are to enter upon the workaday paths of life, with the same certainty with which they know the commonest and simplest facts of daily occurrence.

In reference to the High School, I desire to say a word upon the extent of the course of study required to be pursued therein. In my Report for the year 1857, I hinted at the suggestion that this course should be of such limit, and the studies themselves of such a nature, that they may be completed within a reasonable time. I have thought very much of this point since writing that Report, and I have compared opinions with many of our best educators; and I find no difference in the general conviction that we are crowding too many studies into our Schools, and are overtasking the intellect, while the continued neglect of all physical culture, renders it more difficult to accomplish what is prescribed. Since High Schools came into vogue, this propensity has been increasingly favored, and the programme of studies laid down in some of them reminds one of some elaborate College course, while he cannot but see that the brief period of time allotted for its expected accomplishment, is wholly inadequate thereto. In the course of studies laid down *for a period of three years*, in one of our New England High Schools, I find included the following Physical and Metaphysical Sciences: Physical Geography, Natural History, Botany, Physiology, Natural Philosophy, Geography of the Heavens, Astronomy, (by a separate text book from the preceding,) Chemistry, Geology, Intellectual Philosophy, Moral Philosophy, Political Economy, Natural Theology, and the Analogy of Revealed Religion!! In addition to these, the course in the Languages and the Mathematics is intended to move on at double the rate of ours! The whole thing is just a glittering and impracticable ostentation, which in the very attempting insures shallow superficiality, and banishes every idea of thorough at-

tainment. Our own method has been the reverse, and I, for one, am ready to curtail still more, until we shall reach just that point in quantity of work, that will insure us the best quality of scholarship on the part of the average mind of the pupils. The brilliant intellects may leap beyond it. Let them leap. They can find time to do it, and to do it well, and without help. They are the bounding Kangaroos* of the Schools, seeing the end from the beginning, and by one clean and clear leap, attaining a goal which the slower mind essays to reach with much patient and wearisome effort. Yet beware, ye fast ones! The plodding turtle of the fable once outstripped the nimble-footed hare and bore off all the honors of the race. And beware, ye Teachers, lest dazzled by the success of the brighter and stronger intellects, ye forget or neglect the weaker ones of your flock, and so they who need and ought to receive the most at your hands, go away empty and disheartened. "He carried the *lambs* in his bosom;" the strong ones of the flock needed not aid. The less gifted and the weak must be encouraged, and the animating help of the Teacher must minister to their necessities, and aid them in their efforts. "Strengthen ye the weak hands, and confirm the feeble knees." Never permit the biting and bitter gibes of ridicule to dishearten those who, though dull, may be willing and working. It may do as a spur to the wilfully lazy, but is yet a weapon of doubtful utility.

In our Mathematics, Algebra, Geometry and Trigonometry, we have cut out about a third, and yet without any sacrifice of valuable matter. The improvement in the classes is obvious, and the whole influence of the reduction has proved beneficial; while the fact, that but *four girls out of nine* in the Senior Class, have been able to achieve the entire Mathematical course, and to do justice to other studies, except by a

* Well known animals on the coast of New Holland, whose leaps are some twenty-five feet long and eight feet high.

pressure injurious to health, indicates that a further reduction and simplification are expedient.

In the Natural Sciences, a similar though more decided abridgment was made. At first, some of the older pupils complained because they could not be permitted to "go through and do" more of scientific studies in the three years. Now, since thoroughness of requirement and thoroughness of teaching have exacted and secured thoroughness in learning whatever is prescribed to be learnt, they are unanimously of opinion that they have quite as much as they can do, and do it thoroughly.

Having said thus much of our High School, I desire to add some particulars respecting our Grammar Schools. Of these we have but two, the Oliver and the South, and under our system shall need but two for many years to come.

After the retiring of Mr. Gile from the South Grammar School, Mr. A. D. Clark was temporarily put in charge thereof, until the Board should decide upon a permanent successor. At the meeting, Dec. 21, 1858, Mr. John Orne, Jr., of Newburyport, having been personally examined before the whole Board in such studies as are required by the Regulations to be taught in our Grammar Schools, was elected to the Mastership, on the customary probation. It is to be hoped that the condition of the School under his supervision and instruction, will soon be such as may secure the improvement and discipline of the pupils, and the satisfaction of parents and Committee. A year ago I spoke of it in terms of general approbation, referring to the improvements made in the last six months, as being manifest and encouraging, and as entitling the teacher to commendation. I stated, at the same time, that he had none of the advantages of a "graded" school, wherein one teacher teaches one thing at a time to one class, wholly unimpeded by the unavoidable noise and interruptions consequent upon the presence of other scholars pursuing other

studies. These hindrances and others incident to schools similarly situated, have proved, and always will prove, serious obstacles to the progress of pupils.

The Oliver Grammar School, under Mr. Walton and his successful corps of assistants, has uniformly maintained, and yet maintains, an enviable rank among its compeers. The uninterrupted harmony of administration, the unity of effort and of application to the work, and the well regulated enthusiasm and zeal that a friendly rivalry generates, have all co-operated to secure success in instruction and certainty in discipline. I consider the arrangement of this school in all its details, as most admirable, and that it is not surpassed by any similar educational establishment within my knowledge.

Candidates for admission to the Grammar Schools must be able to read fluently in Sargent's Second Reader, and to spell all ordinary words correctly. They must be familiar with the first thirteen Sections of Walton's First Steps in Numbers, or an equivalent, and have a thorough knowledge of the Multiplication Table, and of the elementary principles of Geography.

The studies pursued are Reading, Spelling, Writing, Geography, Arithmetic, Grammar, History, Composition, Declamation, Book-Keeping by Single Entry, and Music.

The prescribed text-books are Sargent's Third and Fourth Readers, Vocal Culture, Sargent's Speller, Payson, Dunton & Scribner's System of Writing, Colton and Fitch's Quarto Geography, Greenleaf's and D. P. Colburn's Common School Arithmetics, Payson and Hanaford's Book-Keeping, Tower's Elements and larger Grammar, Willson's History of the United States, Quackenbos's First Lessons in Composition, and Webster's Academic Dictionary.

The Oliver Grammar School is divided into seven Divisions, each with its appropriate limitation of school-work. The course of study occupies four years, and deducting the aver-

age age of pupils now entering the School, from that of pupils preparing to enter the High School, gives an average of four years as the time actually spent in the School.

The examination of pupils from any Middle School for admission into this School, is conducted by the Teacher of these pupils, in presence of an Assistant Teacher detailed from the Grammar School. The questions propounded to them are previously submitted to the judgment of the Superintendent. All candidates who, besides a knowledge of the Multiplication Table, are able to obtain 67 per cent of correct answers, are admitted, while those falling below it are re-examined by the Superintendent, who makes the final decision in the case. The pupils approved become "Grammar Scholars," (so called) and are placed in the lowest Division of the School, the Seventh, arranged according to numbers, into classes, say 45 or 50 in each class, under a separate Teacher in a separate Room, where the scholars pursue a prescribed course of study as preparation for promotion to the next Division, the Sixth. This advancement takes place at any time, when the pupil has so far mastered the studies, that it is evidently for his advantage to work in the higher Division, whether it be at the end of one month, three, or six months. Some are promoted at the end of three months, but most of them remain six months. At the expiration of this term, an examination takes place for further promotion, conducted in a similar manner to that for promotion from the Middle Schools, already described. Thus the pupil is advanced from one Division to another until he is fitted for the High School, if he remain so long, when he is again subjected to an examination by the full Board of School Committee, and in the presence of the Masters of the High and Grammar Schools.

In addition to these semi-annual examinations for promotion, each class is under the constant supervision of the Principal of the School, and is also subjected to the semi-annual

examination by the Sub-Committee and Superintendent. This system of gradation operates upon the child as a constant spur to his ambition. It prompts him to a close attendance upon school and to all school duties; and it keeps him acquainted with his own deficiencies; and by the supervision of different persons, he is more fully assured of his real merits. The teacher is also stimulated by this exposure of his work to the scrutiny of others. If the child himself lacks ambition, is dull or indolent, he is constantly pressed and aided, lest, from any cause, he should become a fixture. The spirit of emulation operates forcibly, where, as is often the case, two teachers carry forward classes of the same grade at the same time. The teacher of greater tact and skill has often been outstripped by one of less, who has presented a class of pupils twenty per cent better qualified for promotion, in the same period of time. This is a result, however, seldom witnessed more than once between the same two teachers. The rivalry excites enthusiasm.

The advantages for discipline in a large school arranged as this is, are very considerable over those possessed by a school of two hundred pupils, under one male and three female teachers, and all in one room with recitation rooms adjoining. Each teacher here is made as much responsible for the discipline of his own class, as if he were in a District School, with the advantage of a stronger arm to aid and another mind to advise, in case of emergency. With this system, too, we can afford two male teachers, who can more efficiently discipline seven hundred pupils within doors and without, than one can control two hundred. There is something of a disciplinary nature, too, in large numbers, and one who has visited this large school when the pupils are assembled for general exercises, and has heard their united voices in the reading of the Word of God, in repeating the Lord's Prayer, or in a hymn to His praise,—all with a reverence that would do credit to any congregation,—would be compelled to admit

the immense moral force of numbers, each individual acting upon and influencing his fellows. And, upon the play-ground, though quite free from restraint, the amount of quarrelling is not comparable with that of an ordinary village school of sixty scholars.

With our system, we are able to educate seven hundred pupils at an aggregate for salaries of \$5,600 or \$8 per pupil; whereas, upon the plan of having one male and three female teachers for two hundred pupils, the salaries paid would be \$2,100 or \$10,50 per pupil, making a clear gain of \$1,750 on the tuition of seven hundred pupils.

I have been thus particular in stating the organization and working of our Schools, and the mode of transferring scholars from one grade, or division, to another, because the system has been so long in operation, that we are fully satisfied of the excellency of the plan adopted, both in its theory and in its practical details.

Instruction in Vocal Music has been given, until very recently, in the High and South Grammar Schools, by Mr. A. H. Palmer, and in the Oliver Grammar School by Mr. Eaton, the Sub-Master. The exercises took place twice a week, on Wednesday and Saturday forenoons. When Mr. Orne succeeded to the Mastership in South Lawrence, he made known to the Committee that, as he was a musician himself, he would, without extra pay, assume that portion of the labor, and would prefer to do it, as he could make arrangements therefor that would adapt themselves to the varying exercises of his school. The Committee could not do otherwise than accept his offer. At the High School, as was well known, the subject had failed to interest the larger portion of the pupils, so that out of some seventy, only about thirty gave any attention to the matter, and these did not derive manifest profit therefrom, while the studies of the others were necessarily interrupted by the singing. It was therefore suggested

that for a time it would be well to discontinue the employment of a special Teacher, leaving the renewal of his services to be decided by future exigencies. As music is generally taught in Schools, where the Teacher is not permanent, but comes in at intervals, and spends an hour with those disposed to attend to it, the instruction is essentially and, perhaps necessarily, elementary. In a High School, there are often found those who have studied the theory of Music and practised upon some musical instrument under a Professor, and for a considerable period of time. These persons, having become familiar with the rudimentary work of the art, do not feel interested in the continued presentation of what they have already acquired, and desire to push forward into the more advanced and difficult portions of the science. Now to do this, and to acquire a moderate knowledge of Harmony and Composition, the pupil must give his whole time for a while, under an accomplished Professor. The higher departments of the Science are very difficult, and require much time and devoted study for their acquisition. I need not go into any detail of what the student *must do* to attain much knowledge of the Science of Music. Every musician knows how it is, and knows that the great majority of those who study music at all, stop very far short of even a moderate amount of musical knowledge.

Nobody can suspect me of a want of interest in the subject; but from what I have been able to learn in the premises, both personally and by inquiry of the Master of the school, I am satisfied that the decision of the Committee for a temporary suspension at the High School, is a wise one. It would be an excellent qualification, were the Teacher of every school capable of conducting the musical exercises of his own pupils. In some of the German States, this is a requisition, and no one is employed who cannot do it; and the result is manifest in the advanced state of musical knowledge and its general

diffusion among the people. We have not yet reached so pleasant and so desirable a point.

It should be stated that practice in Music is still kept up in the High School as a voluntary exercise. A programme of instrumental and vocal pieces is prepared by some one of the more advanced musical pupils, as a part of the miscellaneous exercises on Saturday; and, if it can be done without interfering with other duties, something of the kind will be introduced on Wednesday also.

I report the Primary and Middle Schools to be, as a whole accomplishing all that their arrangement will permit them to do. The want of the graded system in these Schools will always incommode their teachers and retard the progress of the pupils. I referred to these defects in my report for 1857, (page 45,) and I really hope that, at some future time, the suggestions thrown out there will be carried into effect. When they are, we shall have all the Middle pupils east of the Common, in one graded school, and all west thereof, in another; and the manifest advantages of such a system will show themselves to every candid observer. When this suggested plan shall be adopted, there will be under each Teacher, but a single class, in two divisions, instead of half a dozen, as at present, and her attention will be concentrated upon a definite and single subject of instruction. There will be better instruction, better studying, and better order than there can possibly be under the present system. The course of study for each class should be made to cover an exact period of months, and to move on with regularity: at the end of which time an examination should be held, and a transfer of such pupils as are qualified, be made from a lower class to an upper, and from the uppermost up into the Grammar School. Such as are found to be unqualified should be put back to repeat the course just left.

So too, as an experiment, I would apply a graded system

for Primary Schools, (such as is now most successfully carried out in Boston,) to the Schools in the Oak Street School House. There are herein about 250 scholars, and there are four rooms, so that an average of some 62 children would fall to the share of each Teacher. Each 62 pupils should constitute one class, in two divisions, for convenience of alternate study and recitation; and the course of study for each class should extend over a period of six or eight months, with appropriate and well defined work, prescribed for each. The scholars, at the end of the time assigned to each Room, should be passed onward from Teacher to Teacher, till, having passed through all the Primary work, they are ready to go to the Middle Schools. I recently visited a graded Primary School in Boston, and took notes of the course of instruction and general methods pursued with the children. The whole time of their continuance at the school was three years, divided into six periods of six months each, at the end of which time, those who are qualified are passed up to the lowest class of a Grammar School, there being no Middle Schools, as with us. The several class-rooms contained about 50 children each, under the charge of a Female Teacher. The youngest children that I saw were four or five years old. Some in the lowest Division, (the beginners,) were at least seven, and some in the highest were eleven or twelve. The children of the lowest Division were all A-B-C-darians, in one class, *all pursuing the same studies at the same time*. These studies were the Alphabet, (a really difficult matter both to teach and to learn;) words of one and two syllables from Tower's Gradual Primer; counting from one to one hundred, with application of the numeral name to the number itself as shown by the balls on a Numeral-Frame; singing simple songs by rote; drawing the shapes of the several letters of the Alphabet on slates and blackboards; and in frequent bodily exercises, such as marching, clapping

of hands, and various gesticulations with their arms and hands.

After six months, the class reached its second six months, during which the children continued on in the Gradual Primer, began Bumstead's "Spelling and Thinking," and commenced the First Part of Emerson's Arithmetic; still keeping up their practice in Drawing on slates and blackboards, and in singing and bodily exercises.

These six months having expired, they came to their third six months, continuing their exercises in Reading and Spelling, and entering upon Bumstead's "My First School Book;" with lessons in Punctuation and Capitals, and in the elementary portion of Emerson's Second Part, through Simple Division, as Slate-work; with Mental Arithmetic still continued.

Having spent six months more, they moved forward to their fourth six months. Here they were further taught Reading and Spelling, advancing to words of two and three syllables; numeral characters, Roman and Arabic; with continued exercises in the use of Capitals and stops, in Drawing on slates and boards, straight and curved lines of varied direction, and easy figures; and with singing and bodily exercise.

After six months thus spent, the children moved on to the fifth six months. Here Reading and Spelling were carried forward, with words introduced of three and four syllables, using Bumstead's Second Reader and his First Book in Spelling, Drawing and gesticulating being still continued.

This work finished, they reached their sixth or closing period of six months. Here Reading was carried on further in Bumstead's Third Reader, the use of his Speller and Thinker was continued, and Emerson's First Part was finished, with occasional Slate exercises in numbers. Exercises, as before, in Punctuation, use of Capitals, Drawing, and Singing, were continued. At the close of this period, they were passed on for examination for the lowest classes in the Gram-

mar School. I mention the above details merely as a pattern of a system, which may be advantageously adopted by us, in our subordinate Schools. It must be borne in mind, that during each six months spoken of, the children in any division are all in *one class*, (about 50 in each,) and *all engaged in one and the same study, at the same time*. This is the great feature of the graded system.

In some of its details, it is susceptible of improvement, but as a system, it is one by which a material advance in quantity and quality of Primary education may be secured. In almost every school of the subordinate grades which I ever visited, there was an absence of that true teaching which accomplishes, as it moves along, the true object of teaching. Words seemed to be the great points to be attained, not a knowledge of things, nor an understanding of their uses and their object. The *memory* was almost the only faculty cultivated, and that with reference to *words*, almost exclusively. In fact, even the means of teaching by an appeal of tangible objects to the eye and to the understanding, were generally absent. Repetition of sounds and of words only,* to the exclusion of any right training of the understanding, was the leading feature of the *school-keeping* to which I refer. I do not give it the name of *educating*. The same method is too prevalent in some schools of even a higher grade. In all these schools, more than *two-thirds* of the precious time of the children is *positively wasted*; that is, if a child belong to a Primary School, enrolled as one of its members from the age of five to eight years, it actually wastes *two years* of the time. Who can justify such waste, and who that is in any degree interested in the matter of education, does not see the necessity of reform? A work having distinct reference to teaching in Primary Schools, with accompanying implements for carrying it successfully on, is now in course of preparation by an experienced educa-

*—— vox, et preterea nihil.—*Virgil*.

tor in Boston, acting under the direction of the School Committee of that city. I think, from what I have been able to learn of its method and details, that it will be productive of much good in this important field of labor. Another work is also in preparation by an experienced Teacher in New York, with suitable picture-cards for illustrating the words taught. A Teacher's Hand-Book is likewise in manuscript complete, to accompany the former. Both will soon be ready, and I recommend to the Board that they procure copies of each, as soon as may be, for examination. The author is a person of long acquaintance with the special wants of Primary Teachers, and the errors they may commit from a want of knowledge of the peculiarities towards which the unformed character of a child may be tending. These often manifest themselves in the bodily movements. "Pride and anger distend the nostrils, while sorrow and humility depress them, but each of these four emotions finds expression in tears." The observant Teacher must be skilled to know whether the child is swayed by the bad, or moved by the good emotions; else she may be deceived and give utterance to words of rebuke, when those of sympathy and consolation should be used.

I continue to be of opinion that we are confining the younglings of our Primary Schools too many hours of the day to the *sit-still-business*—a business often urged upon the children by the Teachers, but never carried into effect by the children. And the reason why they cannot do it, is simply that it is struggling against nature and Providence. No child, unless verging towards idiocy, ever did or ever can sit still one hour continuously. I remember being once bribed by my Primary Teacher, to sit still fifteen minutes for a fourpenny bit. I "did the deed," but, ah me! what a struggle of mind against matter, what a victory of will over nerve, muscle, and limb! I spoke on this subject, in my Report for 1857, to

which I would refer; only adding here, that I should be glad if the hours of attendance in our Primary Schools were abridged fully one third, and would sooner go down to the half than to have them as long as they now are. If reduced one half, it might be done by requiring one half the pupils to attend School from the opening, forenoon and afternoon, until Recess, and the other half from Recess to the close of School.

The only serious obstacle in the way of this change with us, is the fact that some of the parents of our Primary children work in the Mills eleven hours per day, and school seems to be the only refuge for their children during six hours of the parents' absence from home. Yet, looking at the matter with reference to the children only, I believe it would be better for both their minds and their bodies, to abridge the time now spent in the School.

Of the great importance of relieving the monotonous "sit-still" of the children in our Primary and Mixed Schools, it can hardly be necessary for me to speak. And yet I cannot refrain from doing so, after having witnessed so much of the almost entire neglect of physical training among them. It seems as though a proper consideration that the body should be cared for, had been ignored in the details of the daily workings of these Schools; and that the object attempted was to fill the memory with many words and few facts, and to keep the body, fidgetty by nature and longing for and requiring exercise for its nutriment, in a condition of craving without appliance of the means to satisfy. At home and out of doors, it may be argued, (and the argument should be allowed its due force,) exercise is had, and a great deal of it. Yes, but the point on the other side is this,—is not the confinement to which young children are subjected under our system, (and it is but a repetition of the general system,) to passive stillness, physical and mental, for so much of school time, dangerous in its influence upon their bodily development? And if

the School time be continued to the extent of six hours, would it not be a real benefit to both the bodies and the minds of these children, that a portion of the time should, by Regulation, be devoted to some sort of simple calisthenic exercises,—such, for instance, (occupying say ten-minutes each hour,) as stretching, with open palms, the hands forward to the full reach of the arms,—the children to stand up during the exercise,—passing the hands to the rear so as to touch the palms,—stretching the hands clear up above the head and clapping them,—throwing the fists alternately forward and backward, and hitting them together,—resting the hands upon the hips, and slowly rising upon the toes and returning, etc., etc., as I have seen practiced in the Oliver Grammar School, when the scholars are all assembled for general exercises in the Hall? The Teachers must perform all these feats, and the children imitate them, and both parties will be benefitted. These, and similar exercises which will readily suggest themselves, tend to expand the chest, strengthen the spine and the muscles of the back, give vigor, grace, and activity to the body generally, and greatly relieve the monotonous tedium of this grade of Schools. The subject is attracting attention in the Primary Schools in New York and Boston, and educators generally are conceding its importance. As the children grow older, they can of course be subjected to more confinement, and from this previous physical training, will be better able to bear it.

There is very much and very important instruction that can be given by the Teachers of these Schools aside from the book-teaching. The attention of children is readily gained by anything in the way of narrative, adapted, of course, to their comprehension. Such narratives as convey a moral and religious lesson, given by the Teacher, orally, with questions at intervals, to be answered by the pupils, to see if the current of their thoughts runs on with hers, are of eminent

utility and interest. The existence of God, His attributes, our relations and accountability to Him, the object and end of existence, the duties we have and shall have to perform, the importance of truth and truth-telling, and a thousand similar points should be dwelt upon and repeated till they take deep root in the hearts of these unthinking little ones. Children are full of curiosity about the works of nature all around them. Let the Teacher seize upon this trait, and give oral lessons upon them, and so carry the minds of her pupils to considerations upon the goodness and power of the great Author of nature, and the manifestations He has given of His power and love in the heavens and the earth, and in the creatures whom He has made to enjoy His works, and to worship and glorify Him, the Omniscient and Omnipotent.

I embrace the opportunity afforded by the publishing of this Report, to urge upon the parents of our pupils to give attention to certain matters which, if considered and acted upon in the light of *duty*, will be of service to their children, and so of great benefit to the Schools; for it is the character and progress of the scholars that make up the good or evil reputation of the School. And first, let me urge upon them the importance of permitting their children to go completely through with the entire School courses prescribed. Nothing short of this will insure that thoroughness which is essential to sound scholarship, and nothing short of this will secure to the pupil such entire mental possession of the studies prescribed and taught, as will enable him to use what he may have learned, with that readiness which is essential to his comfort, success, and reputation, when thrown into the world to make his mark upon it as he makes his way through it. The apprentice is not ready to go to work for himself, nor is he trustworthy of work, until close attention and persistent practice has made him familiar with his tools, and an adroit proficient in the handling and use of them. So

should it be with those who leave School to enter upon the duties of life. The knowledge acquired at school is to be the brain-tools they are to use in their daily life, and whether they enter the college, in the pursuit of a more extended education, or on the preliminary work of a business life, or apply themselves to the learning of any one of the many and indispensable departments of the mechanical arts, it is equally important that, while at the preparatory school, they shall, with completeness and thoroughness, have made a ripe finish of the whole course of the school-work. They thus secure an educational capital upon which to draw as emergency may require, and will not be compelled, from the necessity of constantly borrowing, to put far away the reality of a dividend, or even the hope of it. Too many leave the work of school imperfectly done, and hurry into other employment only to do that with similar imperfectness.

Secondly, let me urge upon them the exceedingly great importance of using all possible effort, even to the extent of personal sacrifice on their own part, to secure *punctuality and constancy* of attendance at school, *so that their children may be at school every day, and at the right time every day.* It is said by persons having the means of knowing, that the aggregate of irregularity in attendance, taking all the Schools of the State, is fully equal to one-sixth of the whole school time; so that the educational interests of the Commonwealth suffer a yearly loss of nearly seventeen per cent. Irregularity of attendance is bad in any school, but is especially bad in a school where the scholars are distinctly classified, with the interval of a year or of six months between the several classes, and where, of necessity, these classes move along by a timetable, with a certainty and regularity as exact as the arrival and departure of railway trains. If a passenger miss the yearly train of a High School Class, he must *wait a year*, unless by extraordinary effort, and at the risk of mental

breath and may-be of mental limbs, so to speak, and by extra effort on the part of the conductor, he succeeds in getting upon the moving cars. But the whole process implies delay; it delays the class to which the absentee belongs, it delays the Teacher in his daily routine, and compels him to take time, either his own by just right, or belonging by equal right to the class, in order to bring up the laggard to the point reached during his absence. I think that it would be no injustice for the parents of the punctual and constant, to question the right of the Teacher to give the loiterers the requisite time to bring them up, especially when such time is taken from that due to the whole class. And it would be unjust in parents to expect the Teacher to take his own out-of-school time to do it. Constancy and precision of attendance are powerful allies to fidelity and persistence of study, and these all united are infallible harbingers of success.

To make any school profitable to its intended extent, it is necessary that a pupil be *constant in attendance*. Specially is this true of Schools *where all the work is done in classes, and where qualification is the test of promotion from class to class*. A day lost is more than a day's work lost, for no day's work can be performed without a clear knowledge of the previous day's work. No trifling excuse should detain a child from school, both on his own account, and on account of the great injustice which is done to the whole class, of which he is a member. As well might an officer be absent when an important command is given, as a pupil be absent from a class-recitation; as well might a rusty or broken gear be introduced into a nice machine, with the expectation that the whole will operate equally well, as for a boy to return to his class after a day's absence, and not disturb the working of the whole. So much is it esteemed an evil to have a pupil thus absent, that our Teachers prefer to give extra hours to the pupil, beside those assigned to the school, to bring up the

lost lessons. It seems enough that the time of the Teacher should be taxed to help on those who are necessarily detained, or those who fail to comprehend the work they have studied, without his being required to devote his time to those needlessly detained. In many instances where children are kept from school to do errands, or saw wood, it would be more profitable for the Teacher to perform the amount of work for the pupil and have him in school; for in many such a case, when the pupil returns to school, the Teacher will be required to spend more than three hours in waiting for the pupil to make up and recite lost lessons. Though much has been said upon this subject, many parents seem to have no realization of the mischief of a little indifference on their part, to the constant attendance of their children. By bringing this subject to the notice of parents, and soliciting them personally to send their children *every forenoon and every afternoon*, the attendance in one of our schools has been increased from 85 to 92 per cent within the last six months. It thus appears that more than 7 per cent of the absence in the school can be avoided; why then, should parents require this urging on the part of the Teacher to what is so evident a duty to their children? While commending the zeal with which the Teachers in our schools pursue the delinquents, I most respectfully and earnestly ask the parents to consider their duty in the matter.

The pupils of High Schools are more prone to fail in these points, and to be absent for less pressing causes, than the general run of scholars of other schools. Their near approach to that period of life when they are to become lawfully independent of parental sway, and the common custom among parents of holding older children under diminished restraint, cause them to feel less responsible to the checks that ordinarily control, and more disposed to act for themselves and under the impulse of their own inclinations. They begin to feel themselves to be more than incipient men

and women, and that in "putting away childish things" they may fairly put away that very childish thing known to them and revered of them heretofore, called parental authority. Outside matters and allurements seem to have more power to influence them, and even slight and really weak inducements entice them from a rigid fulfilment of duty, even of that duty which, in its results, is to inure to their own best good. In checking this propensity, which may be done by a firm yet kind refusal to give excuse for either absence or tardiness, except for causes obviously and entirely justifiable, parents will perform eminently good offices to the cause of education.

Thirdly, let me urge upon parents the very great advantage of *visiting the Schools, of becoming acquainted with the Teachers, of understanding the course of study, the methods of instruction and discipline*, and all the peculiar circumstances and surroundings thereof. In a High School, these widely differ from those of ordinary Schools, and there is less knowledge in the community and among parents, of the characteristic features of this grade of our educational system, than of any or all the rest. Many, perhaps most of them, never attended such a school, for there were not many, twenty-five years ago, and the Academies of the ancient times were widely different institutions. This matter of the visiting of Schools by parents is one almost wholly neglected, and yet its influence upon all concerned, Teachers and children, will prove most salutary, and of special benefit will it be to a High School, and full of interest will it prove to any who will try it. I may say more on this head, in another part of the Report.

Fourthly, let me urge parents to avail themselves of the means provided by the School Committee, and prepared, not without much trouble, by the Teachers, to inform themselves of the daily progress and attainments of their children.

Every lesson is carefully, and with strict correctness, registered; and the whole account is sent to the parent, at the end of each week or month. The examination of this report should be made a matter of duty by each parent, before he puts his signature to it; bearing in mind that 80 per cent is considered the lowest rank that can be permitted. No pupil should fall below 90 per cent, and when low rates are shown by the report to have been all that the scholar has secured, the parent, dutifully solicitous for the improvement and progress of his child, ought scrupulously and searchingly to examine into the causes of the failure, and aid in applying the remedy. There are many pupils, constant and diligent in a most exemplary degree, whose averages are 95 to 99 per cent, month after month. Of the sixty-five pupils who have been in one of our schools the greater part of the last year, there are *twenty-five* whose rank, month after month, is pretty regularly up to 98 per cent, and *eighteen* of the number have generally had 99 per cent. Several of them are so near 100 per cent, that they are marked *perfect* on the record-book, having received one 9, perhaps, (the perfect mark being 10,) in the course of a *month's recitations*, that is, in from fifty to one hundred recitations.

Any parent desirous of informing himself, can know his child's latitude and longitude in his school-voyage, *every day*. It is his own neglect if he do not know it, and if he do not become perfectly acquainted with his child's progress at school. And yet not a few parents omit all inquiry into the matter; and when, after a time, they suddenly learn that the scholar, by remissness and by positive idleness at school, has failed to accomplish the object of his being sent to school, their surprise and mortification are not unmingled with reproaches, sometimes silent indeed, but more frequently full-toned and loud, against the Teacher, who has been unable to accomplish both his desire and his duty, because of the positive

resistance of the pupil. To ensure the best success in the premises, there must be an earnest and hearty harmony of opinion and co-operation in effort between parent and teacher. There must not be the slightest antagonism either of thought or of work. Parents are often induced by sympathy with their children, to disagree with the teacher in some one of the many cases of discipline, lenient or severe, as the case may be, which are frequently arising at school. If out of this disagreement any conflict arises and sides are taken, parents and children against teachers, positive harm to all parties must ensue, and positive hindrances be thrown in the way of the good cause of education. An incautious or injudicious expression of opinion in the hearing of a child, either respecting the Teacher personally, or his mode of management may, by the publishing of such opinion by the quick-hearing and quick-speaking child, give rise to a torrent of opprobrium and opposition, which in its destructive course may sweep away all of good that the Teacher may have done or may yet do, and render all future effort on his part wholly fruitless. The cause in which the parent and the Teacher are engaged, is one; and let the unity and harmony of their efforts be so uninterrupted as to secure the perfect success of that cause. The object desired by both is the good of the child, and if both heartily fraternize and conscientiously toil in unison of purpose, they cannot fail to accomplish that object.

There is another matter, upon which it cannot be amiss to say a word to parents; to those especially, who are prone on every occasion of discipline, trifling or serious, *to take part with the child and against the Teacher*. Nothing can be more fatal in its influence, nor can anything more effectually undermine and destroy the mastery so essential to the well-being of the School. No pupils are more annoying, and none more uncomfortable to both Teacher and fellow-pupils,

and really injurious to themselves, than those whose parents have no sympathy with the Teacher, and who are so injudicious as to let their children know the mischievous fact. If there be cause of complaint, seemingly just, a prudent thoughtfulness will lead the parent, after hearing the child's story, to seek quietly an interview with the Teacher, and to hear his story. If then, on comparison of the two versions, he be not satisfied, (though the chances are all in favor of his being so,) his remedy may be had at the hands of the Committee, who, by the votes of the people, have been made the Supervisors of the Public Schools and the guardians of the rights of all parties concerned, parents, teachers, and children. But erroneous interpretation of school-dealings with one's own children, and a misguided and misleading sympathy with them, an ex-parte judgment in the premises, and public proclamation of grievances, imaginary or even real, are points both unjust and injurious in every aspect.

Notwithstanding all that has been said, and written, and done, in the matter of education, we have not yet, in this country, placed the Teacher in the position which he merits, nor do we yet look upon Teachers and teaching in a just light. Their relation to the community is peculiar. Theirs is the contact of mind with mind—of educated and experienced mind with its reverse—having no reference to the ordinary matters of the world for the time being, but wholly absorbed in the one great work of preparing an unschooled moral being for those after duties of life, which as a moral being he must encounter and perform under a conscientious responsibility; and of awakening and cherishing those aspirations, which, while aiding in such performance, point to another life as the ultimate goal of judgment and retribution. This culture can never be omitted in faithful teaching, and he fails in duty, who, teaching the intellect solely, ignores the heart. Man feels more than he thinks, and since such

has been the will of the Maker of man, it is obvious that heart-culture should be paramount to brain-culture, moral culture to intellectual culture. The Teacher lives in the presence of the taught in perpetual example and precept; and he is bound to look upon the group before him in their relation to the vast designs to be yet wrought out, as the wisdom of Providence guides on the affairs of men. In this country, there is imminent danger that the appetite for wealth shall absorb all other appetites, and that the aspirations for self shall kill out all aspirations for the good of man and the glory of God; and there must be influences steadily, and against all discouragements, counteracting the growth of these stupendous evils. We look to the pulpit and the School for the desired antagonism, and when the Teacher, whether in the one or the other, shall manfully and heartfully do his work, and when the common voice of the people shall, in full sympathy bid God speed to the work, and give it a cordial welcome into their own bosoms, we shall feel its legitimate influence, in a vastly improved public mind and public heart.

“The education of a child,” as is most admirably said by Noah Webster, “comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts, and science, is important; to give them a religious education is indispensable.” Here are justly recognized as elements of a good education, religion, manners, science, and art; the mind, the body, the heart, are each and all to receive its impress.

It is a growing opinion among those who have, for many years, been observers of the methods of home and school education among us, and observers of their influence upon our children, that neither the morals nor the manners of the

present day exhibit that degree of careful culture which was constantly recognizable in former years. In times past, whenever a stranger, or any parent, or the School Committee, entered the precincts of the School Room, all the scholars, at a signal from the Teacher, rose, and remained standing, in token of respect, till directed to sit. So too, on entering or leaving the room, respectful salutations were paid to their Teachers. All these customs have passed away. In a recent tour through several towns in Essex County, as an Agent of the State Board of Education, it was part of my duty to visit Schools, to confer with Committees and Teachers, and address the scholars. In no instance, did I see any of the ancient manifestations of courtesy of which I have spoken above. Every thing of the sort appeared to have died out. One Teacher with whom I spoke on the subject of impressing upon the minds of the young the value and importance of the usual outward observances of courtesy and respect, objected to my argument, that these observances were outward only, insincere and artificial, and consequently the observance of them would be but a perpetual exhibition of hypocrisy. He erred in not justly discriminating between the false and the true in refinement of manners, between that which is but the counterfeit, outward seeming, and that which is the legitimate fruit of a true Christian heart, loving its neighbor and all the world, and doing good to them both, in substantial realities when needed, and in the small amenities of life, which so smooth and adorn the rough way in which we travel. Respect for age and character, once justly ranked as one of the most desirable traits of the mind, and a most useful restraint and curb upon the forwardness of youth, is losing its foothold in the minds of the young; and we have in its place the undesirable and even offensive feature of a growing disregard for either age, wisdom, or honorable position. There is apparently, also, less regard to the laws of

God, and less regard to the obligations which as men we owe to our fellow-men, in the exercise of those duties which are enjoined upon us in the Constitution of the Commonwealth, such as humanity, benevolence, charity, industry, frugality, sincerity, good humor, and all the social affections. The heart well trained to the practice of these virtues, will manifest its wholesome fruits, even in the outward observance of those "small, sweet courtesies" which ought to be observed by us, in our intercourse with each other and the world.

The law of the State requires that every Teacher shall be competent to teach "good manners." To do it, they must themselves be exemplars of good manners, refined in their habits, and of easy and graceful deportment. Very many, probably the majority, are so; yet the neglect, in modern times, among Teachers, to inculcate the same virtues, (for good manners are virtues,) and the omission of all the old-fashioned manifestations of them on the part of children, are too unpleasantly obvious to be passed by without stricture. In the place of these, we find often a pert forwardness, a presumptuous assurance, and not seldom, a positive audacity of impertinence. There is a saying in a very old and inspired volume (which none of us read half so often as would do us good,) to this effect, viz: "*I am young and ye are very old, wherefore I am afraid and dare not show you my opinion.*" The modesty which this text betokens, is of rare occurrence in our irreverent age. And for this undesirable deficiency, parents and teachers are blameworthy. The absence of restraint at home, the ill-judged indulgence, or the selfish love of ease, which often prompt a parent to be too little watchful of his children, are all fruitful nourishers of this fault; a fault for which even the God-fearing Eli was made to feel the awful judgments of the Almighty. "Manners easily and rapidly mature into morals, and the neglect of the proper

culture of the former shows itself in a coarse and boisterous way of speaking, in rough replies to civil questions, in profane and obscene language, and in rudeness and bad behavior at public assemblies, where boorish stamping of feet, shrill whistlings and cat-calls, and shrieks and yells, disgust all civil and refined people, and prevent all comfort and enjoyment of what they may have assembled to witness." Thus, justly and truly spoke Mr. Mann, and there is too much evidence of the justness of his remarks. Let parents think seriously of these matters, and endeavor to apply a remedy. The manners and language of fathers, and especially of mothers, mould the manners and language of the child. A coarse, cross, scolding, brawling, vicious-tempered mother, will find her children patterns of herself, and even going beyond the weakness and wicked folly of her own foul words and fouler acts. She may, when good-natured and under a transient lullaby of wrath, coax with promised pleasures, try the bribery of sugared words and honeyed accents, but neither sugar nor honey will cure the deadly poison with which she taints their souls, in her hours of frenzied madness. That pull by the ear, that slap on the cheek, that twitching of the arm till the shoulder starts from the socket, that drag at the hair, that cry of "little scamp," "wicked blackguard," "curse of my life,"—strengthened by profane expletives, not fit for my pen to write,—while fury, fire, and flames, flash from eye and cheek, will, as with a red hot iron, burn into the child's memory, an impression which no time can eradicate, and the unfortunate and wretched victim grows up a bully before he gets into boots; a snarling wolf among his mates, a swaggering, cursing rowdy, a loathsome boil and blotch on the face of society,—who, if by some short temporary hypocrisy in concealing his real character, he can succeed in alluring some weak and meek woman to marry him, becomes a devilish husband, and a merciless father, who in a moment

of frenzy, may butcher his wife or his child, by some sudden and terrible blow, and meet a just doom by being hung gallows-high, between heaven and earth; the only station he has fitly filled, since his own mother unfitted him for all other stations, by spoiling his temper, and teaching him nothing but bad manners and bad morals. And a bad father is amenable to equally strong terms of reproach. And how many bad fathers there are,—fathers who, by their pernicious example, teach their children to curse and to swear, to lie and to drink, and to smoke, and in whose daily thoughts and use the Lord's prayer is wholly unknown, and all whose acts and hopes, are of the earth, earthy!

But it is painful to dwell upon such loathsome and offensive moral pictures. Let us change them, and contemplate the reverse in the exemplary mother of yonder neat, gentle, quiet-spoken, polite lad, who returns a civil greeting to your salutation; who, when you question him, replies with frank and courteous words; who uncovers his head when he enters your office or your house; who thanks you for the least favor, and who never presumes too far when you may sport with him in playful words or acts; whose morals are unstained; whose words are always free from taint of uncleanness, profanity, and falsehood; and who lives and moves among his boyish associates with the same distinct manifestations of specific goodness which he shall exhibit in manhood, and which shall make him, as a man, an honor to humanity. Such a mother, it is both a delight and an honor to know, whether she be of the richest or the poorest of the land, and such there are in every walk in life,—a blessing to their households, and therefore a blessing to society; an angel of light to guide the steps and to watch the sleep of her children; whose words of reproof are soft and low, and whose rebukes, though firm, are gentle, and therefore effectual. When the boy shall come to manhood, she will move before him in a

sort of perpetual presence, influencing all his character and actions, and making him all the blessing to the world that he will surely prove to be.

We cannot over estimate the value of the mother's work in moulding the character and in influencing the future of her children; and she who is faithful to her high vocation, (and if faithful she must be successful,) truly merits the lofty commendation of the wisest man, when he said, "She openeth her mouth with wisdom, and in her tongue is the law of kindness. Her children arise up and call her blessed; her husband also, he praiseth her. Many daughters have done virtuously, but thou excellest them all."

The efforts of parents and teachers should never be relaxed in their endeavors to save children, and through them to save society from the contagion of coarse manners and the contamination of immorality in every manifestation thereof; and a right beginning with children, and a steady perseverance in so good a work, will secure a most desirable and happy result. It is as easy to form children to civility and decorum, as it is to lead them to rudeness and vulgarity. Their manners are moulded by parents, teachers, neighbors, and companions. If these tend to form uncouth manners at first, it will be very difficult to improve them afterwards. They may be partially meliorated, but we can hardly expect to produce an entire change; for

"Just as the twig is bent, the tree's inclined."

As childhood passes into manhood, bad manners lead on to bad morals. Vulgar speech keeps vulgar objects before the mind, and the mind, tainted with vulgarity, grows more and more vulgar, until vulgarity becomes its nature, and it imagines all the world to be made up of vulgarity; even as a man always looking through green spectacles, sees, and perhaps believes, "all the world, and all its men and women" to

be as green as grass. So then vulgar words and vulgar objects encouraging vulgar actions, the whole man lapses into an embodiment of vulgarity. Every thing of a refined or chaste nature becomes positively offensive to him, and, like a filthy swine, he delights to wallow in the foul mud of his own moral nastiness ; and he lives on, while live he may, bound hand and foot, tongue, body, and soul, by the relentless chains of his own vicious habits, habits which cling to him with such pertinacity, that if, by any mistake, he should chance, after death, to reach the Kingdom of Heaven, he would find its purity and its holiness, its celestial language and its heavenly graces, so foreign to his nature and so irksome, that he would beg to be let out ; preferring to take all the dreadful consequences incident to that other place of departed souls, if he could only be permitted to spend eternity with spirits kindred to his own.

And, on the other hand, delicacy and refinement of manners, purity of thought and of language, repel all wicked imaginings, create a taste for goodness, and for the company and conversation of the good, and a man becomes good himself from habit ; and the result is that his character takes the mould and impress of virtue, all his tendencies and desires are in the direction of virtue, and a life of virtue is crowned with the ineffable reward of an eternity of happiness. With this cheering prospect as the result of right influences and right teachings, who that has children in charge, whether parent or teacher, can ever be indifferent to duty, or wanting in enthusiastic efforts to secure their real good ?

It is a matter of congratulation, that there is in our Commonwealth, a large and increasing number of persons who, making a wise and a righteous judgment upon what should be the elements themselves, and what the condition of those elements that constitute the beauty, the strength, and the

security of a State, find them all concentrated in the one collective idea, expressed by the word EDUCATION; a word as common as the words daylight and darkness, and not wholly dissociate from them in some points of view, since, while an effective presence of the incalculable blessings of education will diffuse a perpetual moral daylight, bringing life and happiness to all, the absence of them will generate a perpetual moral darkness, brooding over, and blackening, and killing a community, as perpetual physical darkness would kill all physical life.

Now in full view of the condition in which the social system and the social life of the State would be sure to be found, if blessed by the effulgence of such light, or if cursed by the gloom of such darkness, the early fathers of Massachusetts inaugurated a system of Free Education, feeble indeed in its inception, but now vigorous in its manhood, and to be yet increasingly invigorated, if the sons of the state, present and future, shall be true to the principles of the fathers who preceded them;—a system capable of indefinite expansion, and fully and freely open, without possibility of closure, to every child in the Commonwealth, and which needs only what it eventually must, and ought to have for its perfect completion, that to the free Primary, the free Grammar, and the free High School, there be added the crowning glory of the whole, the FREE COLLEGE. All this should be the open-handed boon of the Commonwealth to every child of the Commonwealth—so that every child may have, in just such measure as surrounding circumstances may permit, the benefits of the best means of education along the whole course of his educational life. Wisely,—nay, more than wisely,—for wisdom cometh from past experience,—almost inspiredly, did our fathers inaugurate a perfect freedom of education for the then present and the coming children of the State. They knew that the institutions they were to establish, could not be main-

tained nor perpetuated but by an educated community. They knew the nature of such institutions would of necessity require an educated citizenry. They knew that there could be no right discharge of the obligations of citizenship, but by intellectual activity, and that there was but one means of securing a healthful intellectual activity,—and for all that they made the initiatory preparation, they laid the strong foundation, leaving to their successors, of whom we are part, to complete the work and to keep it in constant good condition of repair. Now there cannot be a question as to our duty in these premises; for I assume that the objects to be attained are so transcendently good, and so certain of attainment, that the whole matter is quite a foregone conclusion. Do we inquire what are those means by which the happiness of men, women, and children, is best secured in the community and in the family? The answer is as before, by means of a right education; and here let me be distinctly understood in the use of that word. I intend that it shall embrace not merely the cultivation of the intellect—that, indeed, is a great thing in itself; but the cultivation of all the affections to the very best extent, all the affections, social and religious. Without these last, no education is complete; nay, all education is incomplete, and the inmost, holiest yearnings of the heart are all left uninvoked and unsatisfied, if these be neglected. I cannot separate the idea of religion from the idea of education. Observe, I say religion, in its great, broad, large, and largest signification. I do not say, nor do I mean, even by any inference, sectarianism. I mean religion—that which is embraced in the command, than which there is none greater, “thou shalt love the Lord thy God, with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength, and thy neighbor as thyself.” Details and differences I leave. But I insist upon the infusion of the religious element into all education, that it may possess, and expand,

and purify the heart, and free it from all the desolating influences of any and every form of vice, as well as from all narrow views, illiberal prejudices, and sordid affections; that it may leaven the whole lump of the educated man, making him not merely a polished pillar of the family and the community, but an eminently strong one, and able to sustain his share of the burdens of society. No man is an educated man, in my understanding of that term, if the religious element, so plainly implanted in every heart by the Maker and Searcher of all hearts, have been suffered to lie dormant and uncultivated. To return then,— a right education, is the weapon by which we are to secure the permanent happiness and prosperity of the individual, the family, the community, and the Commonwealth. It is one of the first principles of law and of right, that each individual is entitled to protection in the enjoyment of his life, his liberty, and his property, according to the standing laws; and it stands recorded in the Constitution of Massachusetts, that, inasmuch as “wisdom and knowledge, as well as virtue, diffused generally among the body of the people, are necessary for the preservation of their rights and liberties, and as these depend on spreading the advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of the legislatures and magistrates in all future periods of this Commonwealth, to cherish the interest, of literature and science, and all seminaries of them; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in all their dealings, sincerity, good humor and all social affections and generous sentiments among the people.” Now that these great and good requirements of our Constitution may be obeyed, it behooves every good citizen to look about him and see whether there be not work for him to do. Are all our seminaries of learn-

ing duly encouraged and cherished by us? Do we inculcate in ourselves, and, by precept and example, in others, the principles of humanity and benevolence, of public and private charity? Are we industrious and frugal, and honest and punctual in our dealings? Are we sincere and good humored, and are social affections and generous sentiments cultivated and prevalent among our people. I fear the answer, if given truly, will show us not to be possessed of a proper practical regard for the fundamental law of the Commonwealth, and I know there are thousands in the Commonwealth who do not know that what I have just stated, is organic requirement. Tell your cross neighbor when he is in a towering fit of passion because your pig got into his garden, that the "Constitution of the State requires him to keep cool" and you will be likely to embitter his wrath, Tell your sordid neighbor, if you are so unlucky as to have one, that the "highest law of the State demands that he cultivate generous sentiments, and that so sacred is this requirement, that the Constitutional Convention of 1853 did not dare to change it," and he may shy a brick at your head. These are but manifestations of ignorance, and of ignorance that grows more ignorant, and more debased and be basing, the lower down you proceed in the scale of society—and society has a right to protect itself against all ignorance—for if it do not, it will be compelled to protect itself, nay, it is now doing it every day, in Court-houses and in prisons, against the certain and legitimate result of ignorance, and that is crime; crime of varied hue and enormity, from the petty larceny of a basket of chips, to the foulest, bloodiest shame, the wildest savagery, the vilest stroke

"That ever wall-eyed wrath or starving rage
Presented to the tears of soft remorse—
The tyrannous and damned act of murder."—*Shakspear.*

Look all about you, and you will not fail to see, that from

certain conditions of the individual, certain results follow. As surely as the sun brings light and its concomitant blessings, so surely a right education, with the surroundings I have given it, leads to the happiness of the individual and of society; and as surely as darkness succeeds to the absence of the sun, so surely doth the misery of the individual and of society—so surely does the insecurity of society in every matter—follow from the absence of a right education in the individual. One course leads to happiness and to the security of individuals and of society, the other leads to the misery and jeopardy of the individual and society, and both the individual and society, which is but aggregated individuality, have a right, nay, it is their duty to protect themselves. One course leads to crime, and crime is the common enemy of the social state, and of right must be fended off. One course leads to crime, not fortuitously, but naturally, disturbing the law of property, the law of happiness and the law of life; and society has and must exercise—*must* exercise the power it of right possesses to protect property, happiness and life. I believe it to be demonstrable, that crime was never more rife than now in our State, and it is on the increase. We are not clean, but are growing more unclean, and Horace says that “unless the cask be perfectly clean, whatever you pour into it turns sour,” and this fact of prevailing ignorance, and its resultant crime, have the untoward effect of a diffusive vitiation of the elements of society, in which they exert their baneful influences. It is hurtful to talent to consort with inferior mind and with inferior knowledge, as the foal of a racer neither finds out his speed nor puts forth his powers, if pastured with the common roadster and dray-horse. During the year 1857, there were sent to the several places of correction and imprisonment in the State, no fewer than 18,000 criminals. How many remain yet unimprisoned? How many, yet uncorrupted, stand just on the verge ’twixt

virtue and crime, listening one minute to the urgings and warnings of virtue, and twenty minutes to the seductive and honeyed allurements of vice, although her martyrs far exceed in number the martyrs of virtue—"men being so blinded by their passions," that, as Colton well and forcibly observes, "they suffer more to be damned than they do to be saved." How many are there yet remaining, in our large cities, cursed as they are with so many festering stews of moral corruption, whom the State ought to save from the putrid pollutions that are contaminating, and rotting with moral disease, the souls that God created with capabilities for highest knowledge and for celestial bliss. Alas, for the answer! It must make the thoughtful and sympathetic heart "groan with groanings that may not be uttered." And this view of facts so unhappy, seems to me to lead irresistibly to the conclusion, that the State, for its own sake, and for its people's sake, will, ere long, be *compelled* to adopt more rigid measures for securing the benefits of the education it provides to such particular portions of its children as are not yet, from whatever cause, placed within the full reach of its beneficent influences. It may yet be necessary to apply *forceful means* to secure the attendance at School of such of our child-population as are not regular attendants thereat. But you ask me if I really intend to say that the Commonwealth should ENFORCE upon each child a participation in the benefits which she holds out to them in the matter of education? Yes, and permit me to defend the thought and maintain the duty of the State so to do. Let us look at the matter fully. Here are certain words used of no ordinary significance—Commonwealth, child, enforce, and education. These are the prominent words, conveying in the connection in which they stand, the idea of an intimate relation between certain parties, and a strong right on the part of one of them over the other. That is so, and besides that there is something more which may

be made, legitimately made, out of the connection of the words. Under existing laws, a parent has a right, of which he cannot be deprived so long as the laws remain, to the free education of his children in the Public Schools. He can demand it and it cannot be withheld. Now is it hard to insist upon the application of the converse, that the State shall have an equal right to insist upon it that every child shall be educated, and to bring its power to bear upon cases where parents, by neglect or wilfulness, obstruct the education of their children? But, it may be said, the principle of compulsion is a delicate one, and needs cautious handling. I concede it, but still we may survey it in its bearings and results, and it may be well to place it fairly before the public mind and see whether it will prove to be capable of defence. Here are two prominent words, COMMONWEALTH and EDUCATION. And what, in the first place, is a Commonwealth? You and I find ourselves living at the present moment in this Commonwealth of Massachusetts, a strip of land running from the Berkshire Hills to the Atlantic Ocean, into which there stretches a long and crooked arm, girding in a wide bay. This same strip of land, which is about twice as long as it is wide, lies between two other Commonwealths on the North, and two on the South. Now does this definition, wholly and merely local as it is, give the slightest idea of what a Commonwealth is? By no means. It is a mere setting forth of certain topographical facts. Let us try again. This territory is parcelled out, somewhat minutely, into certain sub-divisions, called towns, and certain few others called cities, with more or fewer men, women, and children, dwelling therein for convenience of business matters, or certain associations of various kinds, of property, or homes, or other, which retain them there rather than elsewhere. So we have a territory and people dwelling therein. Is that a Commonwealth? Not yet; though we are a little nearer to

it. Let us try again. These people, living on this territory, associated in their respective cities, or towns, or villages, within which they may happen, from whatever cause, to reside for a time given, constitute communities, each of which possesses as a whole, certain rights within itself, and at the same time acknowledges certain other rights, which certain other communities, nearer or more remote, of right claim for themselves, each community demanding certain concessions from its fellow communities, and at the same time making the same concessions to them. Long established usage, recognition of certain principles, as right or wrong in themselves, a mutual forbearance, and a common yielding in this matter and in that, gradually and finally settle down into acknowledged principles of what we call law, and these being satisfactorily decided upon, the several communities in their individual separation, go on without jarring and without creaking, as smoothly as well adjusted and well oiled machinery, and in tolerably concordant harmony. Now and then there may be an obstreperous, cacophonous creak, or a jar, indicative of some uneasy working of the gearing, but the oil of the law poured upon the squeaking member or members, makes all smooth and quiet. Now it is manifest that there must exist, not merely certain privileges between community and community, but that all these communities must have a common vinculum or bond, by which they may be held together for the common good of the whole. The common good—the common weal—the common-wealth of the whole must be secured, in order to secure the common rights, the common happiness and the common property of the whole, as these rights, this happiness, and this property may gradually be developed into existence. It is manifest, at this point, that that amount of liberty, or of license, in which a man, living remote from a neighborhood or a neighbor, may indulge, must, when he comes into contact with a neighbor-

hood or a neighbor, submit to some restraint, else conflicting claims or mutual aggression might lead to a disturbance of mutual rights, or mutual happiness; and the more densely peopled the neighborhood may be, the greater in number and the greater in degree must be these restraints. The Commonwealth consists not in mere outspread of territory; it consists not in mere towns and hamlets, standing apart from each other; it consists not even in armies, or navies, or battlemented fort, or impregnable arsenal; but it doth consist of men banded together under lofty principles of law, such law being simply the just command of intelligent beings to other intelligent beings, which, while it sometimes comes with might, never conflicts with right, and which, while it represses license, secures true liberty, and hath for its ultimate object the greatest happiness of the greatest number.

What constitutes a state,
 Not high raised battlements—
 Thick wall or moated gate;
 Not cities proud, with spires—
 Not bays and broad armed ports;
 Not starred and spangled courts;
 But men, high-minded men—
 Men who their duties know,
 Who know their rights, and knowing dare maintain;
 These constitute a State,—
 And sovereign *Law*, the State's collected will;

Sovereign law, to which the sovereign people must deferentially yield, and which they must reverently uphold, or the pillars of the state will fall, and ruin mark the spot where once the State held sway.

Now the very existence of law implies respect and obedience to the majesty of law. And the law itself has a right to require, and the general sense of the community, which is in itself a manifestation of law, concedes that right and sustains it, that all sources of rebellion against law—all causes

conflicting therewith, and impeding its legitimate action, shall be hunted up and rooted out, because the general welfare which the general law is intended to secure, imperatively demands this as a positive protection of the community. Now it will be unanimously granted that ignorance,—ignorance, that word comprehensively expressive of the manifold and multitudinous causes of misery in society and to society, carries to the thinking mind the idea of about all that blocks up the way of law, dwarfs the general amount of happiness and impedes the general progress of society,—and this being so, I claim that the law has a manifest right to step into the road and to clear away this obstruction which blocks up the progress of the common happiness; that it has a manifest right to assault and to subdue ignorance wherever it may be encountered, and that it is the bounden duty of every good citizen, not only to bid the law God-speed in the righteous struggle, but furthermore, to hasten to its aid, and to put in with vigorous force and rapid frequency, any number of powerful and well aimed blows at the common and mischievous enemy of the common good.

But what is the weapon with which ignorance is to be assailed and vanquished? There is but one, whether wielded by State or individual, and that one is education. Education in its broadest sense, in its fullest, most comprehensive extent; education of the masses of children, that are within the bounding lines of the Commonwealth, in every hamlet, village, town, and city; and to insure its benefits to all, it must be as free as the air and light of heaven, so that all may partake of it without money and without price. And this view seems to me to lead irresistibly to the conclusion that the State, for its own sake, and for the people's sake, must adopt more rigid means of securing the benefits of education to the particular class of its children, who are not yet reached. If it be objected to what I say, that I suggest too prominently

to be mistaken, the idea of compulsion in educational matters, and that to carry out my views, it would be found necessary to apply forceful means to secure the attendance at school of a certain class of our child-population. I reply that I do not object to the objection. It is fair to infer from what I have said, that such an idea is not excluded, nay, is decidedly included in my suggestions. All society acknowledges force as one of the elements, and a pretty efficient one it is, nay, quite indispensable,—that bind it in secure and permanent existence. The Egyptian clay would as easily have made brick, under Egyptian knowledge of the art of brick-making, without straw; the mortar for our modern house-plaster would be made as perfectly adhesive without hair,—as will society hold together without force. Men, and women, and children, go about the ordinary and daily routine of business, work, and schooling, in the apparent absence of any such element. And to the superficial observer its absence would often argue that it was quite needless, and that men might live together harmoniously, quietly, happily, without law. So because you see not your blood, you might argue that you have none. Do violence to the law of its circulation by pricking your skin, and you will change your opinion. Do violence to the law of the social compact, and the law, which is the life-blood of society, will show itself. Heavenly-mindedness is not yet diffused through the human heart in its coming millennial copiousness. Not yet are the doctrines of the Prince of Peace so thoroughly operative in every grade of society, and in all its dealings, in the mass or in the individual, as to lead us to believe that we can yet hear the sound of the coming of his chariot-wheels or the tramping of the horses thereof, or see the herald-star of his approach, even with a telescope whose magnifying power is a million times ten million. Look at yonder painted sign of John Jones, Attorney at Law, and what is suggested by the

profession indicated thereon? Simply that there is a necessary something, called law, and a person skilled therein to guide the unskilled; and following out the system, here just feebly hinted at, we find lawyers, judges, constables, sheriffs, courts, juries, trials, jails, prisons and scaffolds;—servants of the law, to see its behests and decisions carried into due execution, and means to aid them in so doing. Now ingraft, so that it shall bear its true fruit, the first and great commandment, and the second which is like unto it, and I put it to you to say, how many of these servants of the law, and these enforcements thereof, may be conveniently dispensed with, and how much money you shall save thereby in the general tax, and in your pocket and mine. The idea of compulsion is, in this view, too manifest to be blinked or winked out of sight. Now, I go for applying the compulsion in advance, and for the prevention rather than for the cure of the disease. I greatly prefer to stop the coming of any of Job's comforts, facetiously so called, by proper purgatives,—as our good mothers used to ply us with brimstone and molasses in early spring, to the tardy process of permitting them to torment us, as they slowly swell to maturity, and then applying the lancet for a cure. I go for preventing the moral blotches of the social state, by purging the individual manifestations thereof by means of a right education,—such education as shall root out the evil that may be in any child; that shall purify his innate propensities to wrong, shall regulate his habits into a channel of good, and shall fit him to perform justly, magnanimously, with a pervading sense of deep responsibility to God and man, every duty he owes to God, and every obligation he owes to individual man and to aggregated society. And if there be any who refuse to yield to the means which shall prepare and qualify to such ends, and who, therefore, if allowed to go on and grow up, not only unprepared and unqualified therefor, but prepared and

qualified to do evil, and evil only, and that continually, to become festering sores on the body social, I go, not for delaying the compulsory means until he has become an incurable curse to the community, and then incarcerating him,—after spending hundreds of dollars from your purses and mine, stinted as they may be, (I speak of mine,) to get him there. I favor compulsory means at the beginning,—the legal adoption and application of such means as shall, at any rate, by securing to the child a proper education, secure to society a good citizen, secure to society the good influence and the good works of such citizen, and save to society and to you and me, the expense of caring for him, after neglect shall have made him a bad citizen and a criminal, and the expense of protecting society, and you, and me, against the venomous influence, the malignant example, the lawless depredations and the accursed crimes of himself and the whole fraternity of his depraved associates. Give me the prevention, even with force, if needed, rather than the cure where force must come, or the case is hopelessly impracticable. You cannot get rid of this idea of force. Its manifestations are obvious, its croppings out are all over the surface of society, and sometimes it seems, at first blush, to operate with singular injustice. Take the instance of the tax imposed upon us all for school purposes in our several cities and towns, My lucky neighbor Thompson has a dozen children romping about his premises. He is worth, besides the children,—nothing. He pays but a poll tax, while my unlucky neighbor, John Smith, has no children, and pays a tax of 80 cents to the \$100 on \$100,000, and 25 per cent of his tax goes for school purposes. Now it so happens that just what Smith pays for school-tax is enough to pay for the tuition of just a dozen boys and girls, taking the rates as they stand, in the town where we all live. So that, in effect, Thompson owns the children, and Smith, who don't own them, or de-

rive any benefit from what labor they perform, pays the cost of their education. Smith complains of this as a very hard case for him, but the law is down upon him and he can't help himself. Well, he moves away, we'll suppose, to some community, if he can find it, where such unjust requisition does not exist,—where his poor neighbor has to educate his own children at his own cost, or bring them up without education,—the latter being often the case where the law does not enforce a school-tax. Now, in such communities, it is an established fact that very many grow to adulthood, without that proper knowledge of that difference between 'meum and tuum,' (mine and thine) that teaches them to respect the rights of property; and so, some dark night, one of his neighbor's boys, with padded foot and softened tread, creeps into Smith's bed-chamber, and adroitly transfers Smith's purse, having \$500 therein—most unwisely and carelessly left by Smith in Smith's breeches pocket,—into his own, and as quietly beats a retreat, leaving no foot-prints behind. Smith sleeps on till morning, and at early dawn come thoughts of his cash,—cash that he "never, never more shall see." The discovery of the loss, enrages Smith, and no wonder that it does,—and, dreading a repetition, he moves back to his old law-abiding, child-instructing neighborhood, having paid \$300,—the difference between his school-tax in the old town and the theft in the new,—and the costs of two removals, to learn the lesson that it is far wiser for him to expend even liberally, for the general good, and to promote the general knowledge of a community, wherein he might safely and happily live, than to take the risk of living where Ignorance, the mother of crime, loosens all the bands of social law, and leaves a man all uncertain whether his own will be his own for any definite length of time. So Smith becomes content, believing it wiser

"—————to bear the ills we have,
Than fly to others that we know not of."

It is a perfectly clear proposition, I take it, that the true interests of the governing power are consonant with the real interests of those who are governed. Especially is this true in a Republic,—a *Commonwealth*,—for therein, eminently is the weal of the governing and of the governed a common weal. That which affects the one party, in any way, immediately and eminently affects the other; and this principle will hold true, that the more close are the relations between the governing and the governed,—and the more immediately responsible is the governing party to the party governed,—and the more frequently, as under an elective form of government, the relative positions of these two parties are changed, the more quickly and with the greater intensity will the mutual weal of the two be reciprocally operative. Now the protection of life, liberty, and property is a primal object and duty of government; and the very idea of protection implies the opposite idea of oppression, and therefore it is likewise a primal object and duty of government to prevent aggression against life, liberty, and property. It will therefore make such regulations, called laws, and provide means of enforcing such laws, when the necessity arises, as will secure protection and prevent oppression. Legislation for the latter object is exceedingly prolific. Yet there had better be too much than not enough,—and experience will soon decide what is the requisite and proper amount. Restraints and punishments, both implying the idea of compulsion, cannot be dispensed with. They are needed to intimidate and to reform. Of all true law, the latter should be a prominent object; though the law should also earnestly endeavor to render reform unnecessary in every possible degree, by prevention of crime, which is to be secured only by a diminution of the supply of criminals, by purifying the classes of society from which they spring. Now it has been wisely said, that those who do not offend any provision of law,

may be divided into three classes : those, for instance, who have been so well educated that the operation of the correct principles instilled into them, prevents them from offending ; those to whom neither opportunity nor temptation have been presented ; and those who know that punishment steadily waits on crime. The first of these is, I think, the most numerous class, as it certainly is the most high-minded. But the great mass of offenders have had no such education as controls and purifies this class, and so keeps society replete with good men. The great mass of offenders have been reared in constant contact with opportunity and temptation, put there, in fact, and kept there by the evil and idle members of the community within the limits of which they were born and brought up,—brought up to an inheritance of vice,—their intellectual and manual activity being educated to skill in practical crime, and to skill in adroit concealment of crime and escape from its consequences. And the worst of all this is, that there comes an increasing separation and enlargement of distance between the several classes of society, from increase of wealth, increase of civilization, and increase of high intellectual development, especially when this last, as sometimes is the case, dissevers its possessor from the general sympathy which should keep his fellow-men of every grade, particularly of the lower and more unfortunate, who need it the most, constantly in his memory, and himself constantly alive in acts of good towards them.

Now it seems to me to be eminently proper and eminently its duty that, in this condition of things, a condition almost invariably resultant from high civilization, government should step in to protect, to defend, to reform, and to punish : to defend and protect the good from the bad ; to defend and protect the bad from the bad influences and bad surroundings that have made them bad ; and so to reform,—for reformation secures the best of protection ;—or, if all else fail, to

punish,—though punishment in itself is, after all, exceedingly limited in its useful effects, confined as it is to the criminal himself, and that small number of actual persons to whom the criminal and his crime may be known. Infinitely more good is produced by the influence and acts of one good man, made so by an education wholly right in all its details, than by the influence of the punishment inflicted upon a thousand rogues. So then I have almost no objection to raise against the State's coming in with its power and saying, that every child within its limits *shall be educated*. It may be an exceedingly delicate thing to step in between a father who prevents the education of his child, and take the child from under his false and incompetent protection; but if you do not do this delicate thing when the child is a child, you may have to do the very indelicate thing of hanging him when he becomes a man.

Aristotle declared, with great wisdom and common sense, too, that in every occupation and art, a person must receive previous instruction and discipline, in order to the exercising of that occupation or art—consequently, (and how true is this remark,) he must have instruction and discipline to enable him to exercise the art of virtue. And to enable him to be perfect in such exercise of virtue, is the perfect work of a perfect education. A truly educated man is an upholder and defender of the law, an ignorant and vicious man is a rebel against law,—a rebel against the highest law,—and therefore eminently a dangerous citizen. With us, at this present time, these rebels are on the increase. The vast wave of immigration from Europe, has poured in upon us, by tens and hundreds of thousands, a thoroughly ignorant mass of people,—just the class which has filled up our houses of reform, our depots of punishment, and entailed upon us a vastly increased expenditure for pauperism. Have we fears, then, lest the Republic receive detriment therefrom? Increase the

means and the power and the right to educate. Have we fears for the stability of our State and National institutions ? Educate the people. Have we fears for the quiet of the home-circle ; for the security of property ; for the happiness of the community ; for the safety of individual life ? Educate the people ; for by so doing we shall best secure, throughout the State, the common rights, the common happiness, the common good, the common property, the Commonwealth. So shall sovereign law hold quiet and sovereign sway ; law, which never oppresses and never wrongs ; law, in its highest and noblest sense ; law emanating from the wisest and purest fount of all law,—from Him who, “ Lord over all ruleth over all,” with exact and unswerving equipoise of law.

I have the honor to remain, very respectfully,

Your friend and associate,

HENRY K. OLIVER.

High School Course of Study.—English Department.

	Mathematics.	Natural Sciences.	Modern Languages.	Latin.	English Language and Literature.	Miscellaneous.
First Year.						
	Algebra.		French Course, 12 Lessons; with Verbs.	First Latin Book, 25 Lessons.	English Grammar, Part 4, Chap. 1-10; with Parsing.	Reviews of Preparatory Course.
	Algebra, continued.		Fr. Course, 15 Lessons. Reader to § 29, p. 43.	First Latin Book, 33 Lessons.	English Grammar, Part 6, Chap. 1-8 Scott's Poetry.	Reviews of Preparatory Course.
	Algebra, continued.		Fr. Course, 15 Lessons. Reader, to § 48, p. 68.	First Latin Book, 30 Lessons.	English Grammar, Part 6, Chap. 9 and 10, with Punctuation, Scott's Poetry.	Reviews of Preparatory Course.
	Algebra, completed and reviewed.	Natural Philosophy, to § 72.	Fr. Course, 15 Lessons. Reader completed.	First Latin Book completed and reviewed.	English Grammar, Part 7 and Part 8, Chapter 1, Scott's Poetry.	Reviews of Preparatory Course.
Second Year.						
	Geometry, 1 Book.	Natural Philosophy, to § 174.	Fr. Course, 20 Lessons. Napoleon, to p. 67.	2d Latin Book, to § 6, p. 25. Etymology.	English Grammar, Part 1. Longfellow, or Bryant.	History.
	Geometry, 2 Books.	Natural Philosophy, completed.	Fr. Course, 20 Lessons. Napoleon, to p. 107.	2d Latin Book, to Pt. 2d. Latin Gr.; Syntax.	English Grammar, Part 2. Longfellow, or Bryant.	History.
	Geometry, 2 Books.	Nat. Philos. reviewed. Chemistry, commenc'd.	Fr. Course, completed. Napoleon, completed.	2d Latin Book, to § 5, p. 65. L. Gr.; Syntax.	English Grammar, Part 3. Longfellow, or Bryant.	History.
	Geometry, complet'd and reviewed.	Nat. Philos. reviewed. Chemistry, completed.	Fr. Course, reviewed. Piccola. Fr. Comp.	3d Latin Bk., complet'd. Latin Gr.; Syntax.	Eng. Gr. Part 4, Chap. 11. Longfellow, or Bryant.	History.
Third Year.						
	Trigonometry, to p. 211.	Chemistry, reviewed. Physiology, commenc'd.	French, or German.	Virgil; Aeneid, 1 Bk. Latin Gr.; Prosody.	Eng. Grammar, complet'd. Milton, or Shakspeare.	History.
	Trigonometry, completed.	Physiology, completed. Astronomy, commenc'd.	French, or German.	Virgil; Aeneid, 2 Bks. Latin Gr. and Comp.	Eng. Grammar, reviewed. Milton, or Shakspeare.	History.
	Reviews.	Astronomy, complet'd. Geology.	French, or German.	Virgil; Aeneid, 2 Bks. Latin Gr. and Comp.	Reviews. Milton, or Shakspeare.	History.
	Reviews.	[Physical Geography.] Reviews.	Reviews.	Virgil; Aeneid, 3 Bks. Latin Gr. and Comp.	Reviews. Milton, or Shakspeare.	Constitution of U. S. Reviews.

High School Course of Study.—Classical Department.

Mathematics.	Natural Sciences.	Latin.	Greek.	English Language and Literature.	Miscellaneous.
First Year.					
Algebra.		First Latin Book, 23 Lessons.		English Grammar, Part 4. Chap. 1—10; with Parsing.	Reviews of Preparatory Course.
Algebra, continued.		First Latin Book, 30 Lessons.		English Grammar, Part 6. Chap. 1—8. Scott's Poetry.	Reviews of Preparatory Course.
Algebra, continued.		First Latin Book, 30 Lessons.		English Grammar, Part 6. Chap. 8 and 10, with Punctuation. Scott's Poetry.	Reviews of Preparatory Course.
Algebra, completed and reviewed.	Natural Philosophy, to § 72.	First Latin Book, completed.		English Grammar, Part 7, and Part 8, Chapter 1. Scott's Poetry.	Reviews of Preparatory Course.
Geometry, 1 Book.	Natural Philosophy, to § 174.	2d Latin Book to § 6, p. 23. Etymology.		English Grammar, Part 1. Longfellow, or Bryant.	History.
Geometry, 2 Books.	Natural Philosophy, completed.	2d Latin Book to Part 2. Latin Gr.; Syntax.		English Grammar, Part 2. Longfellow, or Bryant.	History.
Geometry, 2 Books.	Nat. Philos., reviewed. Chemistry, comme'd.	2d Latin Book to § 5. p. 93. L. Gr.; Syntax.	First Greek Book, 16 Lessons.	English Grammar Part 3. Longfellow, or Bryant.	History.
Geometry, completed and reviewed.	Nat. Philos., reviewed. Chemistry, compl'd.	2d Latin Book comp'd. Latin Gr.; Syntax.	First Greek Book, 19 Lessons.	Eng. Gr. Part 4, Chap. 11. Longfellow, or Bryant.	History.
	Chemistry, reviewed. Physiology, comme'd.	Virgil; Aeneid, 1 Bk. Latin Gr. and Comp'n.	First Greek Book, 26 Lessons.	English Gram. completed. Milton, or Shakspeare.	History.
	Physiology, completed. Astronomy, comme'd.	Virgil; Aeneid, 2 Bks. Latin Gr. and Comp'n.	First Greek Book, 27 Lessons.	English Gram. reviewed. Milton, or Shakspeare.	History.
	Astronomy, comple'd. Geology.	Virgil; Aeneid, 2 Bks. Latin Gr. and Comp'n.	First Greek Book, completed and rev'd.	Reviews. Milton, or Shakspeare.	History.
	[Physical Geography.] Reviews.	Virgil; Aeneid, 3 Bks. Latin Gr. and Comp'n.	2d Gr. Book; Syntax. Anabasis, 1 Book.	Reviews. Milton, or Shakspeare.	Constitution of U. S. Reviews.
Second Year.					
Third Year.					

High School Course of Study—Classical Department.

Fourth Year.	Mathematics.	Natural Sciences.	Latin.	Greek.	English Language and Literature.	Miscellaneous.
			Cicero. 2 Orations. Latin Gr. and Comp.	Anabasis, 2 Books. Greek Gr. and Comp.	Reading and Criticism of English Authors.	Classical Geography and Antiquities.
			Cicero. 3 Orations. Latin Gr. and Comp.	Anabasis, 2 Books. Greek Gr. and Comp.	Reading and Criticism of English Authors.	Classical Geography and Antiquities.
	Review of Algebra.		Cicero. 3 Orations. Latin Gr. and Com.	Anabasis, 2 Books. Greek Gr. and Comp.	Reading and Criticism of English Authors.	Classical Geography and Antiquities.
	Review of Geometry.		Cicero. 2 Orations. Reviews.	2d Greek Bk.; Poetry Reviews.	Reviews.	Reviews.

NOTES TO THE COURSE OF STUDY.

English Scholars must take either Latin or the Modern Languages; they may take both, by permission from the Master.

The Course in the Modern Languages for the Third Year, will be arranged, each year, by the Master and the Superintendent.

There will be exercises in Declamation for the boys, and in Original Composition for the whole School, in connection with the Course in the English Language and Literature.

No Scholar can be excused from any portion of the required Course, in either Department, except by the Superintendent; and no Scholar can be excused, under any circumstances, from any portion of the Course in the English Language and Literature.

The Course in English Reading will be arranged, each year, by the Master, with the advice and approval of the Superintendent.

Classical Scholars may take the Course in the Modern Languages, by permission from the Master; also, the Mathematics of the Third Year, and the Course in the Natural Sciences.

English Scholars who wish to remain in School a fourth year, may take the whole, or a part, of the Studies of the last year in the Classical Department, by permission from the Master.

TEXT BOOKS IN HIGH SCHOOL COURSE.

Mathematics.—* Algebra; Davies' Elementary Geometry and Trigonometry. *Natural Sciences*.—Sprague's Natural Philosophy, * Chemistry, * Physiology, Loomis's Geology, * Astronomy, Guyot's Earth and Man. *Modern Languages*.—Faquelle's French Series, Piccola, Collet's Dramatic French Reader, Woodbury's German Series. *Latin and Greek*.—McClintock's First and Second Latin Books, Moore's Virgil, Johnson's Cicero, Andrews and Stoddard's Latin Grammar, McClintock's First and Second Greek Books, Boese's Anabasis, Crosby's Greek Grammar, Baird's Cicero Manual. *English Language and Literature*.—Fowler's English Grammar, Mrs. Lowell's Gleanings from the Poets, (to be used instead of, or in connection with, the standard English Authors prescribed), Scott's, Goldsmith's, Bryant's, and Longfellow's Poems, Milton, Shakespeare, and other standard authors. *History*.—Willson's Outlines of History.

* Text Book not yet adopted.

The following Table gives the names, location, and salaries of the several Teachers and date of entrance into the service of the City:—

Oliver High School.....	W. J. Rolfe.....	May, 1857	\$1,200 00
" " ".....	Jane S. Gerrish.....	Jan. 1852	375 00
" " ".....	Harriet C. Hovey.....	June, 1856	325 00
Oliver Grammar School.....	George A. Walton.....	April, 1848	1,200 00
" " ".....	James H. Eaton.....	April, 1856	800 00
" " ".....	Sarah J. Baker.....	Oct. 1852	300 00
" " ".....	C. M. Gardner.....	Aug. 1854	300 00
" " ".....	E. G. Macy.....	Nov. 1852	300 00
" " ".....	Mary Young.....	Feb. 1854	300 00
" " ".....	M. B. F. Brown.....	Dec. 1848	300 00
" " ".....	Abby Hale.....	May: 1851	300 00
" " ".....	Rachel A. Gerrish.....	Jan. 1852	300 00
" " ".....	M. M. Persons.....	April, 1854	300 00
" " ".....	Mary A. Tenney.....	Sept. 1855	300 00
" " ".....	A. C. Eastman.....	April 1856	300 00
" " ".....	S. O. Bracket.....	April 1848	300 00
" " ".....	Anna W. Wilson.....	Sept. 1857	275 00
South Grammar School.....	John Orne, Jr.....	Dec. 1858	750 00
South Middle School.....	Sarah A. Nelson.....	Jan. 1859	250 00
South Primary No. 1.....	S. A. Richardson.....	Sept. 1857	275 00
South Primary No. 2.....	C. C. Fairfield.....	Feb. 1857	275 00
Cross Street Middle School.....	L. S. Faulkner.....	Dec 1855	300 00
Pine Street Middle School.....	Fanny A. Reed.....	June, 1858	250 00
" " ".....	M. L. Abbott.....	Mar. 1858	250 00
Franklin Street Middle School..	E. J. Twombly.....	April, 1848	360 00
Amesbury Street Middle School.	A. A. Parsons.....	Sept. 1852	300 00
Oak Street Middle School.....	S. W. Baker.....	Oct. 1856	300 00
Newbury Street Middle School..	C. A. Chickering.....	April, 1854	300 00
Elm Street Middle School.....	A. W. Morrison.....	Sept. 1855	300 00
Prospect Street Middle School..	A. B. Poor.....	June, 1855	300 00
Tower Hill Mixed School.....	E. W. Richardson.....	April, 1850	300 00
" " ".....	A. T. Knox.....	Nov. 1849	300 00
Prospect Hill Primary School..	S. W. Cole.....	Dec. 1857	275 00
Elm Street Primary School....	M. A. Chapman.....	Dec. 1854	300 00
" " ".....	Rebecca F. Doane.....	Dec. 1854	300 00
Newbury Street Primary School	H. L. Cole.....	April, 1855	300 00
" " ".....	S. C. Morrison.....	Mar. 1857	300 00
Union Street Primary School..	E. C. Bailey.....	Mar. 1858	250 00
Oak Street Primary No. 1.....	Emily G. Wetherbee.....	Feb. 1857	275 00
Oak Street Primary No. 2.....	L. F. Jenness.....	Sept. 1855	300 00
Oak Street Primary No. 3.....	A. M. Porter.....	Mar. 1854	300 00
Amesbury Street Primary School	M. J. Wells.....	June, 1852	300 00
" " ".....	H. L. Ambrose.....	April, 1857	275 00
Franklin Street Primary School	L. L. Gordon.....	Dec. 1854	300 00
" " ".....	A. R. Chandler.....	April 1858	250 00
Pine Street Primary School....	K. L. Marshall.....	April, 1856	300 00
" " ".....	I. H. Pratt.....	Dec. 1855	300 00
Cross Street Primary School....	R. R. Kempton.....	Mar. 1858	250 00

The salaries of Female Teachers, other than those in the Oliver High School, are at the rate of \$250 per annum for the first year; \$275 for the second year; \$300 for the third year and for each subsequent year.

THIRTEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF LAWRENCE,

PREPARED BY
GEO. PACKARD,
SECRETARY OF COMMITTEE,
AND
SUPERINTENDENT OF SCHOOLS.

1859.



LAWRENCE:
SARGENT & MERRILL, PRINTERS.
1860.

Extract from the Records of the School Committee.

At a meeting of the School Committee, held December 29, 1859, it was Voted, that the Committee adopt the Report now submitted by the Superintendent of Public Schools, and present it to their fellow-citizens as the Report of this Committee ; and that seventeen hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT,
LAWRENCE, DECEMBER 29, 1859. }

GENTLEMEN OF THE SCHOOL COMMITTEE:—

As is my duty, I respectfully submit to you, at the close of the Municipal year, the Annual Report of the Superintendent of Schools. The duty required of me I perform with pleasure, as in so many respects I can speak well of our Schools, as to their relative standing with Schools of the same grade in other cities and towns, and as to their position in efficiency and accomplishment compared with that of former years. But I perform this duty with feelings of sadness, as I am confident that in some of our Schools the attainable point of excellence is not yet reached, and especially because there are so many children and youth of both sexes in our city, who by their absence from the School-room or irregular attendance at School, have failed to profit by the privileges which our School system render alike accessible to the poor as well as to the rich, to the foreign as well as to the home-born. It is indeed lamentable, that where ample provision is made for the education of all the children and youth in our community, there are so many who, through neglect of parents or guardians and defect in our municipal power or operations, are allowed to roam our streets and acquire daily lessons in the theory and practice of wickedness. In reviewing the year now closing, I cannot but think of the greater good which might have been effected, as well as of that which has been actually accomplished.

RELATIVE RANK OF LAWRENCE.

In some of the Annual Reports of the School Committees when we were the Town of Lawrence, and in three of the Reports by the Superintendent of Schools since we became a City, the Relative Rank of Lawrence has been given from the graduated tables issued by the State Board of Education. From an examination of the tables in the last Report, which was issued for the year 1857-58, I find that in the table showing the comparative amount of money appropriated by different Towns in the State for the education of each child in the town between the ages of five and fifteen, Lawrence stands the 29th; while in the table, in which the 331 towns are numerically arranged according to the average attendance of their children, Lawrence stands the 258th. Although it is true, that necessarily in manufacturing towns, where opportunities exist for employing children in work, a larger number of children under fifteen years of age will be absent from School, than in towns differently situated, it is believed, that the position assigned to Lawrence in the above table confirms the remarks already made, and calls for some suggestions in another part of this Report.

CENSUS OF SCHOOL CHILDREN.

According to the provisions of the Statute, this census was taken in May last, the result of which is given in the table below, to which I have added the returns of preceding years, showing the fluctuations of our general population.

The number of children between five and fifteen years of age, as taken in May, 1859, compared with preceding years, is as follows:—

	1859.	1858.	1857.	1856.
Ward 1,.....	429	421	477	413
Ward 2,.....	525	544	686	613
Ward 3,.....	628	651	741	967
Ward 4,.....	576	509	607	326
Ward 5,.....	281	239	243	217
Ward 6,.....	263	246	267	254
<hr/>				
Total,.....	2702	2610	3021	2792

It is perceived by the above statistics, that we lost between the census of 1857 and 1858, 511 from our number of children, and that between the census of 1858 and 1859, we have gained 102.

The following table represents the number of Schools (Teachers and Pupils) of the different grades, which have been in operation during the past year:—

Grade of Schools.	Schools.	Teachers.	Scholars.
High,	1	3	59
Grammar,	2	15	738
Middle,	9	9	462
Mixed,	1	1	70
Primary,	13	18	1078
	26	46	2407

The highest number of Pupils belonging to the individual Schools in any term during the year, is given in the column of Scholars.

The following table exhibits the statistical condition of the various Schools for each term of the year:—

Winter Term, 1858-9.

[illegible]

Spring Term, 1859.

No. under 5 yrs. of age	No. over 15 yrs. of age	Per ct. of Attendance.	Average Attendance...	Average No. belonging	Whole No. belonging.
119	82	35	50	53	55
19	45	90	510	38	634
15	2	84	32	47	45
8		77	37	38	55
		92	38	37	41
		60	35	35	77
		77	44	44	46
		82	34	54	59
		86	42	46	58
		87	42	48	55
		93	35	38	43
			21	24	28
7		80	21	50	60
		85	28	32	47
19		82	69	97	112
15		89	69	77	81
8		82	36	46	55
		77	41	53	67
		88	44	50	56
12		90	75	83	102
16		72	64	89	135
19		69	81	116	125
6		83	65	78	98
		79	30	63	71
		68	30	44	60
		65	30	46	51

Summer Term, 1859.

No. under 5 yrs. of age	No. over 15 yrs. of age	Per ct. of Attendance.	Average Attendance...	Average No. belonging	Whole No. belonging..
147	32 26 2	96 90 77 88 92 92 75 84 73 65	47 436 27 37 39 61 39 49 45 42 42 49 49 49	49 491 35 42 42 63 36 57 49 35 33 31 33 31	53 561 41 50 46 45 70 42 60 53 43 47 36 70 57 101 134 94 96 54 57 50 96 139 126 80 64 65 55
147	60	87	82	1627	1881

Fall Term, 1859.

No. under 5 yrs. of age	No. over 15 yrs. of age	Per ct. of Attendance.	Average Attendance..	Average No. belonging.	Whole No. belonging..
116	30	96	44	46	47
	36	91	424	468	547
	1	87	27	31	36
		86	34	39	47
		81	33	37	39
		83	22	31	29
		80	22	36	42
		87	41	47	51
1		87	40	40	43
		87	35	36	44
		84	32	34	41
		88	29	29	37
		88	25	29	37
		88	44	44	56
8		85	42	55	63
		85	69	83	104
		91	76	81	90
18		78	39	61	55
21		89	41	46	61
11		86	46	46	55
4		91	77	84	106
14		77	74	96	136
21		76	39	61	56
3		92	70	76	84
10		86	46	53	62
6		64	37	58	60
		65	31	45	51
		85	31	45	51

At the opening of the Winter term, Dec. 5, changes were made in the arrangement of several Schools. The Oak Street Middle School was transferred to a room in the Oliver School-house, and placed under the care of Miss Jenness,—Miss S. W. Baker, who had been its Teacher, having been transferred to the care of a class in the 7th division of the Oliver Grammar School. The Oak Street School-house, with its four rooms, is now occupied by four classes of Primary scholars; the first, or highest, under the care of Miss F. Reed; the second, under Miss Wetherbee; the third, under Miss Carter; the fourth, or lowest, under Miss Gault. This grading of Primary School pupils has been practiced in Boston with encouraging results, and was recommended in the Superintendent's Report of 1857. The change has not as yet effected so much as it would have done, had the scholars belonging to that house been regular in their attendance. We cannot, therefore, truly judge of its full results, though its workings thus far speak well for the change. The Elm Street Primary School has been reduced by transfers of scholars, so that it does not require an assistant. Miss Doane, formerly an assistant there, has been removed to the Franklin Street Primary, as an assistant; Miss Abbott, who had been there for a short time, having been put in charge of the Pine Street Middle School, where she was formerly assistant.

During the past year, the following Teachers have resigned their connection with the Schools:—

Miss Mary A. Tenney,	Miss A. B. Poor,
Anna W. Wilson,	A. T. Knox,
C. C. Fairfield,	A. M. Porter,
E. J. Twombly,	R. Boardman.

Mr. Newton Fitz, Teacher of Music in High School.

And the following have been assigned to fill vacancies:—

Miss H. E. Gault,	Miss F. Swan,
M. A. Dane,	N. M. Carter,
Miss M. Howe.	

There are four elected Teachers in reserve, who are to be employed when vacancies occur, in the following order:—

Miss L. B. Dane,
S. J. Williams,

Miss M. E. Cook,
M. Durrell.

The vacancy occasioned by the resignation of Mr. Fitz, has not yet been filled. The loss of Mr. Fitz was deeply felt by the Committee and Teachers and Pupils of the High School. While there, he most faithfully and successfully discharged his duties, and the last musical exercise of the School, performed in the presence of some members of the Committee and other visitors, bore gratifying testimony to his skill and success as a Teacher.

The Board has held twenty-six meetings during the year. Once only, for want of a quorum, no business was transacted. At the first meeting of the Board, held January 4th, the undersigned was chosen Secretary of the Board, and therefore the Superintendent of Schools. At the next meeting, held January 13th, Sub-Committees were appointed to the oversight of particular Schools. The appointments were as follows:—

Schools in	Prospect Street House,	}	Geo. Packard.
“	Elm “ “		
“	Union “ “	}	J. C. Hoadley.
“	Newbury “ “		
“	Eastern half Oak St. “	}	Geo. W. Garland.
“	Western “ “		
“	Amesbury St. House,	}	J. D. Burt.
“	Franklin “ “		
“	Pine “ “	}	D. Hardy.
“	Cross “ “		
“	upon Tower Hill,	}	W. F. Gile.
“	South Side Middle and Primary,		
The Mayor,	}	Com. of High School.	
Geo. Packard,			
J. C. Hoadley,			

The Mayor,	}	Com. of Oliver Grammar School.
Geo. W. Garland,		
J. D. Burt,		

The Mayor,	}	Com. of South Grammar School.
D. Hardy,		
W. F. Gile,		

According to the " Rules and Regulations of the School Committee " published in 1858, the Several Sub-Committees, in the months of March and November, examined the schools of which they had the special charge ; and in the last week of the Spring term, there was an exhibition of the High and Grammar Schools. That of the former was conducted in the forenoon in the High School room, and in the afternoon in the Hall of the Oliver Grammar School ; while the Grammar Schools had their exhibition in the City Hall. This place was chosen for the accommodation of parents and other visitors, and it was found, although a large room, that it was too small for the Schools and the friends of the scholars and education, who wished to be present. Allowance should be made, and doubtless is made by the more considerate, for the disadvantage under which a class or School appears, that is required to perform exercises of recitation, reading, &c., in a room much larger than that to which they have been accustomed. The class or School should have the benefit of that allowance, as it is strictly their due. Notwithstanding this disadvantage, apparent to those who had often seen the scholars at their own rooms, the exercises were very satisfactory to the audience present, who retired with the conviction of the superior advantages our children now enjoy, and of the excellence of the Schools thus exhibited.

At the opening of the next term, the examination of candidates for the High School took place. I would here recommend, for obvious reasons, that this examination be made, in future, at least two weeks before the exhibition, which occurs in the last week of the term. The mode of examination decided upon, was the one which has been practiced in Boston,

Salem, Lowell, Dorchester, and other cities and towns, but which had never been adopted by us. Fifty presented themselves for examination in the High School room, and before them were placed the following questions in English Grammar, Arithmetic, Geography, and History, which were previously known only to the Superintendent of Schools and the Principal of the High School :—

ENGLISH GRAMMAR.

Directions.—One Hour allowed to answer these questions. Give some answer to each. Every question unanswered will reduce your percentage by ten. Write your number. A neglect to write your number, or any communication with others during the time, will cause the rejection of your paper.

1. Write the possessive plural of the following words : child, hero, lady, wolf, sheep, journey, leaf, miss, workman, and brother [both forms.]

2. What are the different classes of Pronouns? Define, and give an example of each.

3. What is an Auxiliary Verb? What auxiliaries are sometimes used as principal verbs? Write sentences illustrating both uses of some of them.

4. Mention the Moods, and define each.

5. Write the following sentences, correcting the errors in spelling, use of capitals, punctuation, and syntax :—

mary can write, as well as Me if she tries.

who did he get it from.

the anneversery of william and marys acession to the throne of england had Arrived.

alfred has ate them Apples, which was laying on the Table.

6. Parse the word *much* in the following sentences : Much was given ; Much labor was performed ; He was much troubled.

7. What is the grammatical difference in the use of *became* in the following sentences : The dress became him ; He became a drunkard.

8. Is the word *which* used correctly in the following sentences? If you make a change, what will it be, and why do you make it?

Which of the boys came?

John was the boy which came.

9. Analyze the following sentence, and parse the word *whoever*: Whoever comes is welcome.

10. Write a sentence containing an abstract noun, a demonstrative pronoun, a transitive verb, and an adjective in the comparative degree.

ARITHMETIC.

Directions.—One hour and a half allowed to answer these questions. Give some answer to each. Every question unanswered will reduce your percentage by ten. Write your number. A neglect to write your number, or any communication with others during the time, will cause the rejection of your paper.

1. Reduce $\frac{12\frac{1}{2}}{20\frac{1}{4}}$, $\frac{1}{1\frac{1}{2}}$ and $\frac{7\frac{2}{3}}{9}$ to their least common denominator, and add them together.

2. Divide the decimal 11021 billionths by 107 ten thousandths; also, divide 2012 millionths by 1.006; and multiply the two quotients together.

3. Multiply 5 years, 212 days, 10 hours, 15 minutes by 100. [Count the year as 365 1-4 days, and give the answer in years, days, hours, &c.]

4. What is the cost of a silver cup weighing 9 oz., 4 dwt., 16 grs., at 6 shillings, 8 pence per ounce?

5. When the snow is uniformly 6 inches deep, how many cubic feet of it on an acre of land?

6. How many days of 8 1-2 hours will 42 men take to build a wall 98 3-4 ft. long, 7 1-2 ft. high, and 2 3-4 ft. thick. if 63 men would build one 45 3-8 ft. long, 6 1-8 ft. high, and 3 1-4 ft. thick, in 68 days of 11 1-3 hours?

7. What is the difference between the simple and compound interest of \$1000 for 3 yrs., 9 mos., 12 days, at 6 per cent.?

8. Upon a note of \$625, dated October 4, 1854, there are the following endorsements :

August 10, 1857, - - \$75.

Dec. 15, 1857, - - \$225.

Nov. 18, 1858, - - \$150.

What will be due, if the note is settled Oct. 4, 1859 ?

9. What is the discount on \$961.13, due 1 year, 5 mos. hence, at 7 per cent.?

10. If two men start from the same place, and one travels directly eastward at the rate of 20.97 miles per day, and the other directly north at the rate of 27.96 miles per day, how far apart will they be at the end of 5 days ?

GEOGRAPHY.

Directions.—One hour allowed to answer these questions. Give some answer to each. Every question unanswered will reduce your percentage by ten. Write your number. A neglect to write your number, or any communication with others during the time, will cause the rejection of your paper.

1. Draw an outline map of New England, marking off the States and sketching the principal rivers and mountains.

2. In what direction and over what waters would you sail, in a voyage from Cronstadt to the mouth of the Danube?

3. What are the four great deserts of the world, and where are they situated?

4. What are the mountain ranges of Europe? In what directions, and through or between what countries do they run?

5. What are the seven largest rivers of Asia? In what directions and through what countries do they run, and where do they empty?

6. What civilized nations have established colonies in Africa, and where?

7. Through what waters and in what directions would you sail, in a voyage from Chicago to St. Johns, New Brunswick?

8. What are the boundaries of the Valley of the Mississippi? What States or Territories are wholly or partially within it?

9. What are the three most important commercial cities of South America, and where are they situated?

10. What are the most important bays and gulfs in North America, and where are they situated?

U. S. HISTORY.

Directions.—One hour allowed to answer these questions. Give some answer to each. Every question unanswered will reduce your percentage by ten. *Write your number. A neglect to write your number, or any communication with others during the time, will cause the rejection of your paper.

1. What were the most important attempts to make settlements within the limits of the United States, previous to the year 1600?

2. Mention the colonial settlements within the limits of New England, with the date of each.

3. Explain the origin of the names of Maryland, Delaware, Virginia, Carolina, and Georgia.

4. State the most important facts connected with King Philip's War.

5. In what war did Braddock's Expedition take place? What was its object, and how did it result?

6. State the distinction between the Declaration of Independence and the Constitution of the United States.

7. When, where, and to whom did Burgoyne surrender?

8. Give the date of the siege of Boston. Who commanded the besiegers, and how did the siege terminate?

9. Mention the most important engagements in which the Americans were defeated, during the Revolution, with the date of each.

10. What distinguished foreigners aided the Americans in the Revolutionary War?

Upon examination of the returned exercises, a smaller

number than was expected, reached what was considered the minimum percentage. Nine only were admitted. As some of the scholars, as well as some of the teachers of the Grammar Schools, regarded the time allowed for the performance of the exercises too short, the Committee decided that to those whose returns came up to a certain percentage, another trial should be given. Accordingly, another set of questions was prepared in Arithmetic and English Grammar, and nineteen were permitted to try again for admission.

ARITHMETIC.

1. Divide the sum of $1, 1\frac{1}{2}, 2\frac{1}{3}, 3\frac{1}{4}$ by the sum of $1\frac{1}{3}, 2\frac{1}{4}, 3\frac{1}{5}$.
2. Divide the decimal .123428 by 11.8, and subtract the quotient from .1081.
3. Reduce $\frac{5}{6}$ of an acre to roods, rods, etc.
4. How far does a boy live from the school-house, who has to travel 170 miles, 2 furlongs, in going to school twice a day for 60 days?
5. How many slates, 10 inches by 8 inches, would cover a roof made of 160 boards, 12 feet long and 15 inches wide?
6. At what rate per cent. will \$700 amount to \$1300.60 in 11 years?
7. In what time will the interest on \$564.10, at 5 per cent., amount to \$75.15?
8. What is the present worth of a note for \$2072.25, discounted for 30 days, at 5 per cent.?
9. If $\frac{1}{6}$ of a sum of money is due in 2 months, $\frac{1}{3}$ in 3 months, and the rest in 6 months, in what time may the whole be paid at once?
10. What will $8\frac{3}{4}$ hhd. of molasses, at 63 galls. each, cost at 2s. 6d. per gall.?

ENGLISH GRAMMAR.

1. Write out the principal parts of these verbs:—pay, perceive, weave, beseech, slay.
2. What are the classes of nouns? Define each, and write a sentence containing one of each kind.

3. Parse the word *yourself* in the following sentences :—
You disgrace yourself. Did you do it yourself?

4. What is the difference between an adjective and an adverb? Write a sentence containing an adjective and an adverb, each in the comparative degree.

5. Write out the future perfect indicative, (active form,) of the verb *think*; and, also, the perfect potential, (passive form,) of the verb *praise*.

6. Correct all errors in the following sentences :—Those sort of questions are the hardest of any I ever done. mariah and jane resited as good as her. was it you or him which made them gramatical misstakes.

7. What is the difference in the use of *did* in the following sentences :—That did very well. He did the work well. Did he do it well?

8. Parse the word *that* in the four instances in which it is used in the following sentences :—*That* man said *that* he did not like *that*. Were the apples the best *that* he had?

9. Write a sentence containing an adjective in the superlative degree, an irregular transitive verb, an interrogative pronoun, and a noun in the possessive case.

10. Analyze the following sentence and parse the words *tell*, *why*, and *were sent* :—Tell me why you were sent.

Upon the examination of the returns to this second series, twelve were admitted by the vote of the Committee, making twenty-one in both examinations,—nine masters and twelve misses.

As these returns were marked, not by the names of the candidates, but by drawn numbers, the decision was had upon the numbers; so that the Committee, uninfluenced by any other considerations than the character of the exercises, admitted or rejected the applicants. Objections, perhaps, may be brought against this mode of conducting such an examination, but it must be seen, we think, that it is more free from objections than any other, and that it is, upon the whole, the fairest, surest test of scholarship, to which the pupil can be subjected.

In connection with this examination and its results, let me address myself to parents upon a point, in reference to which there is a very general and oftentimes troublesome misapprehension. It exists not only in regard to admission to the High School, but to the transfer of scholars from Primary to Middle Schools, from the Middle Schools to the Grammar, and from a lower to a higher division in the Oliver Grammar School. The truth is, as every reasonable parent will allow, that *the* place a child should occupy, is *the one* for which it is *qualified*. If a child is not prepared for the Middle School, it is better for it to remain in the Primary,—if not qualified for the Grammar School, its place *is* in the Middle School,—if not prepared for a higher division in the Oliver Grammar School, it had better remain, and it should be kept, in the lower division,—and if not qualified for the High School, it is doing a wrong to the child to admit it to that School. Examinations carefully conducted, are had in reference to these various promotions, and the examiners decide according to qualification who shall be advanced, and who shall remain until they reach the required standard. Parents are disappointed and oftentimes offended. But is wrong done? The child prematurely advanced, is positively wronged by being placed in a class for which it is unqualified, and in which it appears, as it well knows, to a mortifying disadvantage, and soon becomes discouraged—disheartened. It finds itself required to perform a task to which it is not competent, and it has no heart for the effort. In the High School, which, by the standard fixed for admission, the School Committee intend shall be a High School in *fact* as well as in *name*, the consequences of premature admission are peculiarly unfortunate, and to a sensitive child truly saddening. Some, possessed of manly courage, have voluntarily relieved themselves of their awkward and painful position, by withdrawing from the School and entering again, with a new and determined purpose, the Grammar School; while others have dragged themselves slowly along in a round of uninterested study and unprofitable recitation, or have silently dropped out.

Now if parents would understand, that, in the question of advancement, age, or size, or the length of time a child may have been in a school or division, are not inquired into by the examiners, but actual attainments,—how much and how well the child comprehends the subjects of its study; and if parents would also feel persuaded that the examiners honestly perform their work, having no possible reason for doing otherwise, the decision arrived at in any particular case may be unexpected and may occasion disappointment, but should never prove the cause of offence. If the child, at any point of its school course, is not qualified for promotion, it is far better for the child that its promotion be postponed until it has attained the proper qualifications. It is not an act of justice to the child or the school, it is not an act of kindness to the child, to place it in a school or class for which it is *not prepared*.

One reason for the disappointment of parents in the particular above mentioned, is the irregular attendance of their children at school. In any school, from our Primaries up, the irregularly attendant are those who most need the advantage of every half-day's study and recitation. Look over the daily records of any of our schools, and this remark will be amply sustained. One prominent cause for the difference in rank among the scholars of any one school, is the lack of earnest, true application to study. It is this, more than the difference in native capacity, which grades the rank of scholars in the same class. Those lacking attentive application, fail of being interested in their studies. For the slightest excuse, absence from school is desired and granted. If these requests for absence from school are often made, the parent may be assured that the weekly or monthly card will give a low rank to the child. The two go together, almost invariably. At the close of our terms, particularly of our Summer term, ending the last of July, there is a dropping off from school attendance of very many of our children. A long vacation of five weeks, commencing the last of July, is before the scholars, but yet by very many, this vacation is anticipated by

two, four and even six weeks. And who are the absent ones from school during the closing weeks of the terms? The best scholars, those most studious, most acquainted with the branches of study to which their classes are attending? No! They are present, they are ready, as always, for every recitation—for every exercise. They might be absent, and no serious detriment accrue to themselves or the class. The absent ones are almost always the poorer scholars, who will suffer more than others by their absence, and thereby become a greater hindrance to the advancement of their classes than they were before. I am aware that the plea of sickness is often advanced, but I am not assured it is always, when advanced, the true plea. If it is, I think that it is a subject for examination by a commission of medical experts. The special point for their investigation I would submit, is this: why of a school of 100, 33 per cent. are periodically afflicted with sickness, incapacitating them from attending school, and these are so uniformly the indifferent, the indolent, the least advanced scholars? Why should this visitation pass over the child of close application, of hard study, of high rank, and fall upon the boy who prefers his ball to his grammar, and the girl whose indisposition, not noticeable in her management of the skate or battledoor, is experienced towards her history or geography?

Absence from school in anticipation of the vacation, was never so marked in our schools, as for a few weeks near the close of the Summer term of this year. It was so great that I asked from Mr. Walton, ten days before the vacation, the comparative state of his school, as it then was, with what it was at the opening of the term. His answer was as follows, specifying the individual classes: In the upper line, I place the number "who have belonged during the term," in the lower line, "the number present" when the count was made:—

53	42	41	37	43	40	40	42	52	42	48	58	61
41	34	17	15	16	19	23	29	41	29	27	38	38
12	8	24	22	27	21	17	13	11	13	21	20	23

Difference, 232. Two hundred and thirty-two Scholars sick, necessarily absent! It is incredible. It is physically and truthfully impossible. Go now to the record of School attendance and School rank, and it will be found that the rank of those who continue attendance, ranges decidedly higher than that of those who have been suffered to leave School. And what has the emaciated class and the Teacher in prospect for the coming term? After the long vacation, the school-bell summons most of the class back. Among the few absentees, are some of those whose *failing* health required them to give up study a month or six weeks before the last term closed. But the term begins, and the exercises of the class, as a class, are to be arranged. Shall they be arranged so as to be adapted to the advancement of those who faithfully attended School up to the last day of the term, or of those who were taken from their studies three or four weeks before the last term closed? If the Teacher decides upon the former, how can those who were so long absent, go on with them? If the Teacher decides upon the latter, what are they to do who have already been over the ground, and need no farther attention than a hasty review would require? Any one, looking at the state of things must perceive, how these absences, and oftentimes for no good reason, try the Teacher, and inflict a positive wrong upon the absentees, and especially upon the Scholars who remain faithful to the end.

The evil of which I have spoken, must be evident to one who rightly considers the necessary arrangement of Scholars into classes, in every grade of our public Schools. Giving to each Scholar a lesson which he is to recite alone, is out of the question. The Scholars in every room are, therefore, divided into classes, according to their qualifications, and a lesson is assigned to them as individual members of a class. At a fixed hour, the class is called upon to recite, and, generally, each Scholar is questioned upon some part of the lesson. Though in a class, he receives attention from the Teacher, as an individual, and the Teacher determines as

accurately as if each were heard separately, who have prepared and who have neglected the lesson. The recitation hour is the most profitable hour spent in School; for facts and principles are again and again repeated, mistakes made are corrected, and the true answer or statement is placed before the mind of every child, in contrast with the false; and thus the lesson is thoroughly learned by those attentive to the recitation exercises, and intelligently comprehended. The absent Scholar loses all the advantages of this drill, which extra study cannot make up. He therefore suffers, and it is a truth, which admits of this application: "*If one member suffers, all the members suffer with it,*" or on his account.

The table, exhibiting the statistical condition of the individual schools, gives the percentage of attendance; i. e. if from a school of 100, 25 are absent, the attendance is three-fourths, or the percentage 75. In some schools the percentage of attendance is larger than in others. I am authorized by the Principal of the High School to say, that the percentage of attendance in his school would be almost perfect were it not for two or three scholars who are frequently absent. In one of the divisions of the Oliver Grammar School, Mr. Eaton's, the percentage of attendance for the Summer and Fall terms, was 99.6 a point, which for the length of time and the number of scholars, (38 being the average number,) has never been exceeded, and I very much doubt whether it has ever been equaled. All praise, I say, to the Teacher and scholars of that division, who in this particular have set an example worthy of imitation.

The subject of expenditures for repairs, etc., by the School Committee, has been brought up before the City Council, and the impression has been made upon the public mind that during the closing year a spirit of extravagance has pervaded the Committee and dictated their action. It should be understood, that no expenditures involving much amount have been incurred without the *special vote* of the Committee, and no vote, ordering the same, has been taken without a particu-

lar examination of the repairs contemplated, by a Sub-Committee appointed for that purpose, who reported the results of that examination and the reasons for the repairs they recommended. The principal items of expense have been:—

Stone steps at the Oliver School House,.....	\$104 37
Fences at Oliver School House, and on alley,.....	147 00
Repairs of steps, fences, conductors, etc., at Oliver and Oak Street Houses,.....	33 85
Repairs in Oliver School House, (including ventila- tors for High School Room and 4 rooms above,)	154 75
The washing of school-rooms, a biennial and expen- sive operation,.....	134 65
Repairs on furnaces, stoves, funnels, etc.,.....	279 14
Repairs on other School Houses, including painting, white-washing, and the shingling of Elm Street School House, etc.,.....	230 07

Total amount of same,.....\$1083 83

To these are to be added the bills for escape ladders,
or stairs, from the third and second stories of
the Oliver School House, and the painting of
Amesbury Street House and fence inclosing
it, say,..... 250 00

Total,\$1333 83

Every one of the repairs made was regarded necessary. The only one that can be mentioned which could perhaps have been postponed to another year, is what has been done outside of the Oliver School House; though we think it would have been a reproach to our community had the steps and fences been suffered to continue as they were. I am persuaded, that had the whole matter of expenditures been properly investigated, the charge of extravagance would never have been intimated.

I have spoken of irregular attendance at school, in language that will be fully understood by every parent who may read this Report. There is another subject allied to this, which

calls for remark. In the early part of the year, I was invited to appear before a Committee, consisting of the Mayor, one member of the Board of Aldermen, and one from the City Council, to present my views in regard to the proper treatment of truant children. The acts concerning truant children and absentees from school, of 1850 and 1853, though standing the same upon the statute book, are essentially modified by a subsequent act of the Legislature, requiring towns and cities to pay fifty cents per week for all children sent by them to the Reform School at Westborough. This law also waits for its action until the child "shall be an habitual truant," or shall be one "who shall not attend school and not be engaged in any regular and lawful occupation, growing up in ignorance." I suggested at that time, whether the city authorities might not, by proper action, anticipate and prevent the state of things contemplated in that law; whether a judicious person, invested with authority, might not be entrusted with the duty of going into a group of children, wherever they might be, who were playing together in school hours, and inquire the reasons for their absence from school. If the answers which are usually given, be returned,—mother wanted me to take care of the baby, or pick up chips, or do some errand,—let the officer take one and go home with him, and inquire into the truth of what he has been told. If true, he has an opportunity of giving to the parent a homily upon the importance of the child's being at school; if it be false, he can give such instructions to the child as will probably be remembered. Let him do thus with a party of boys playing ball, or a company skating or coasting in school hours, and what he does with one, will be known to all of the party, and through them very soon to all the children in town. If the children are made to feel that he is in earnest, that he means to effect something, and that he will remember those whom he has once found in school hours at play, it will require only an occasional visit to keep up a wholesome fear of their being detected at play during the hours when they should be at school. The officer should

be paid for this needed service, the results of which, if judiciously performed, would be of the highest benefit to the community.

I suggested, also, in reference to children guilty of truancy, that they be taken hold of before they become "*habitual truants*;" that, in some way, they be made to understand that the eye of authority is upon them, and the hand of authority will restrain them before they become amenable to the law recorded in the statute book.

The suggestions, though apparently favorably received, were not acted upon, and it was quite late in the year before a Committee on Truancy was appointed.

To that Committee complaints have frequently been made. The children complained of have been seen, and their parents, but the boys soon learned that all the Truant Committee did was to talk, and there was to them, in that mode of treatment, no great harm or hurt. It effected nothing, and it will effect nothing in the future. It seems to me, therefore, that some special action should be taken upon this subject by our city authorities. The boys spoken of cannot properly be sent to the House of Correction, but they can be sent to the Farm House, where, for the first sentence, they can be kept 24 hours on bread and water; for the second, 48 hours—prolonging the season of confinement according to the number of times they are its inmates. Leaving the house before the expiration of the time sentenced, might be made an offence punishable by lodgment in the House of Correction. What the boys could do at the Farm House, or whether the punishment should consist in being in-doors and doing nothing, I leave to others. That something must be done with this class of boys, I am fully persuaded. There are, perhaps, twenty such boys in our community, who are themselves "growing up in ignorance," and enticing other children into the same course of life. Several parents have come to me during the past year, testifying to the evil influence of such children over theirs, and praying that in some way it might be prevented. A poor widow who worked in

one of our mills, and was very anxious that her little boy, of nine or ten years of age, should be regularly at school, used every effort in her power to insure his constant attendance. The boy unfortunately came under the influence of some of the children I am describing, and nothing that she could do counteracted that influence. She could not bear to have her boy ruined; she could not stay from her work to watch him and lead him to school, and her only course seemed to be to move out of town. She did so, and for no other reason than that these bad boys were allowed, not only to do wrong themselves, but to entice her son into the same wrong doing. If nothing can be done by our municipal authorities in this matter, in compliance with these suggestions, I think it is the duty of the city to transport such boys to Westborough, though it would be at the expense of \$26.00 a year for each one, with the additional cost of transportation. I would urge upon the incoming City Government early and decided action upon this subject. I come now to speak of the

CONDITION OF OUR SCHOOLS.

The year now closing has been one in which, as I think, many of our Teachers have endeavored to accomplish more than in any year preceding it. In the several grades, more strenuous effort has been made to bring the classes fully up to the standard required for their promotion to a higher class or grade. It has been not a fitful, but a persistent endeavor, which has given point and meaning to every day's work. The Teachers, not satisfied with a mere text-book recitation, have labored, more assiduously than before, to have the children comprehend what they were passing over, and if the pupils have not gone farther, they have taken more thoroughly and intelligently their steps in knowledge. Were I satisfied that this effort to make their scholars truly comprehend what they are taught, was general and constant with all of our Teachers, actuating them in every exercise of the school-room, quickening them in illustration, and giving life and meaning to their explanations, I should be assured that

true, real progress would be made, and that our schools of every grade would at once occupy a high position, not only in endeavor, but result. While a goodly number of our Teachers are thus making effort, others, by doing the same, would find their labors less wearisome and far more effective.

PRIMARY SCHOOLS.

The same difference that has always existed in these Schools, still exists—the difference attributable in part to the Teacher and in part to the character of the material of which the individual Schools are composed. We have some excellent Schools of this grade. We have others whose rank is lower; and lower than it ought to be. My attention, during the past year, has been specially given to this class of Schools, and I think, as a whole, they stand higher at the close of the year than they did at its commencement. The plan recently adopted, of separating the Primary Schools of the Oak Street House into four classes, promises well. Its operations will be carefully noted, and its results will disappoint us if they do not pronounce the new plan to be better than the old.

The text-books used in the Primary Schools are Sargent's Primer and First Reader, and Walton's First Steps in Numbers, to Section IV.

MIDDLE SCHOOLS.

Of these, there are ten in number,—our Primary Schools numbering now fourteen. Each School-room of this class is furnished with small globes, proper maps, geographical charts, etc. The Teachers in these Schools, as well as in the Primary and Grammar and High Schools, are furnished with an admirable work by Worthington Hooker, M. D., entitled, "The Child's Book of Nature." It is in three volumes, or parts,—Part 1, Plants; Part 2, Animals; Part 3, Air, Water, Heat, Light, etc. The Teacher is expected to read to the School every day, if possible, in some fifteen minutes that can be thus devoted, extracts from this book. If properly done, with such explanatory remarks as the Teacher may and ought to make, it is an interesting and most profitable

exercise. Probably no fifteen minutes of the day will implant so many seeds of knowledge as the time thus spent.

I have no special remarks to make in reference to our Middle Schools. The same difference expressed in regard to the Primary Schools, is noticeable in these also, and the causes of the difference are to be divided between the Teachers and the class of scholars assigned to them. I think that I can with truth speak of them, as a whole, in terms of commendation.

The text-books in the Middle Schools are Sargent's Second Reader, Worcester's Spelling Book, First Steps in Numbers, from Section III. to Section XIV.

GRAMMAR SCHOOLS.

South Grammar.—This is, and always has been, in some particulars, a peculiar School. Through all its changes of Teachers, it has preserved its identity. The bane of this School is the irregular attendance of its scholars. Could its daily record, as made by the Teacher, be published in this Report, the question would at once arise in the mind of every reader: How can the Teacher accomplish anything? Notwithstanding this serious hinderance to its progress, the School has made commendable advancement. The energy and enthusiasm of the Master have produced their desirable effect upon the scholars. At the last examination of the School, the pupils gave evidence that they were thinking for themselves; that they were getting into the philosophy of things; that they were acquiring some notions not only of facts, but of the whys and wherefores of those facts. In the answers given, and in the manner of answering, there was an animation, a life, the consciousness of which must have been as gratifying to the scholars as its exhibition was to the examiners.

When the contemplated improvements in the School-room shall be made, in the more pleasant location to which the School-house has been removed, a greater interest, we trust, will be felt in this School by the pupils and their parents, and that all,—Teachers, pupils and parents,—will earnestly

endeavor to have this School accomplish all that is to be desired, and all of which it is capable.

I desire, in this connection, to congratulate the residents of South Lawrence that, after so long a time, their Schools are to be properly accommodated. When the house is completed according to the plans agreed upon, and the Grammar and Middle and two Primary Schools shall be convened under the same roof, in large, commodious, well-protected, and well-ventilated rooms, I shall be disappointed if every School is not as perceptibly elevated in character, as the rooms they occupy are improved. To prevent such a disappointment, I would ask of Parents that they co-operate with the Teachers in every effort they may make for the good of their scholars, and especially, that they would endeavor to correct the evil to which I have adverted,—the irregular attendance of their children at School.

Oliver Grammar.—The past high character of this School is fully sustained. An able Principal, with a corps of competent Assistants, are here at work. The system by which this School is arranged, and the execution of its details, are worthy of high commendation. The Principal of the School assures me that there has been more earnestness of effort among his Teachers during the past year, than ever before, and that, in his opinion, more has been accomplished. The important particular, to which I have before referred, has characterized the year's labors of the Principal and Assistants, viz.: an ever-present and ever-operating purpose to have their respective pupils understand fully all that is to be known of the section of science to which they were attending. I hope that this same character may mark every effort in the future, with them and every other Teacher in our Schools, as I am confident that in exact proportion to the degree of its existence and influence, will there be an appreciable advance in the true work of the School-room, and its desirable results.

In both of our Grammar Schools, the rooms are furnished with such maps, globes, charts, and books as will aid the

Teachers and the scholars in their work. Whatever has been asked for, as an important auxiliary, has been provided by the Committee, and the same disposition which has characterized past Committees, will, I am confident, govern those of the future.

The text-books prescribed for the Grammar Schools are Sargent's Third and Fourth Readers, Vocal Culture (in the First Division;) Worcester's Speller; Payson, Dunton, and Scribner's Writing Books; Colton and Fitch's Quarto Geography, and Cornell's High School Geography (in the First Division;) Greenleaf's Common School Arithmetic, Colburn's First Lessons, and Colburn and Walton's First Steps in Numbers; Payson, Dunton, and Scribner's Book Keeping; Tower's Elements and Larger Grammar; Willson's History of the United States; Quackenbos's First Lessons in Composition; Webster's Academic Dictionary.

HIGH SCHOOL.

The system to which this School, after repeated changes, was brought some two years since, works so successfully, that no material alteration will probably be required for years to come. The course of study in each department, which is definitely fixed and strictly adhered to, is sufficiently ample for all the purposes of such a School. With our prescribed course of study, and with the faithful, thorough instruction the pupils of the High School receive, we are assured that, if faithful to themselves, they will receive an education that will fit them for any duties of life to which Providence may call them.

One evidence of gratifying improvement in the School, is the continuance of the number composing the different classes. The inevitable annual loss in numbers in the best High Schools of the State, is at least 25 per cent., and in some Schools exceeds 50 per cent. The percentage with us, for the past year, is at the minimum, although from the fluctuating character of our population, we are more subject to loss than most cities or towns. Scholars being received but

once a year, seats vacated by removals from town are not filled up in this School by removals into town, as they are in the lower grades of Schools.

There is another feature which at present speaks favorably for this School. A larger number than we ever had before, are now engaged in the preparatory course for college. The class in Cicero numbers twelve, ten of whom are fitting for college, and we earnestly hope, that unless the families of some of them remove from town, they will all complete their preparatory course under their present teachers. With their peculiar fitness for their duties, no other school, whatever its reputation, can furnish our sons with advantages superior to those they now enjoy at home.

For the last two years, a movement towards making the Diploma of Graduation from our High School a document of some meaning and worth, has been in progress. At the time when the Diploma which has thus far been given, was prepared, it was designedly worded to express only the fact that the recipient had passed through the prescribed *time* of study. It was as non-committal as ever a politician was, on the eve of an election. In many High Schools, there is an examination of candidates for graduation, as there is for admission to the School, and the Diploma is awarded only to those who reach a certain per cent. at that examination. If through irregular attendance, lack of interest or study, the candidate falls below the fixed standard, the Diploma is not granted. A Diploma given after a satisfactory examination, is a significant document, and is regarded as of special value, of real worth. It is often the passport to situations of responsibility and profit. I cannot say that the class who are to graduate at the close of this year, will be subjected to such an examination; but I feel confident, that it is an arrangement which will not much longer be delayed. As in our other Schools, so in our High School, every needful auxiliary to education, as Maps, Globes, Books, and Apparatus, has been provided. We now have a very good Philosophical Apparatus, many important and valuable additions having

been made during the year, and a valuable Library of Books of Reference, &c., which now numbers nearly 400 volumes.

In the department of Classical Literature, there are over sixty volumes; including Liddell & Scott's, and Pickering's Greek Lexicons; Facciolati's, (2 vols. quarto,) Andrews', and Crooks and Schem's Latin Lexicons; Smith's Dictionary of Mythology, &c., (3 vols.) Anthon's and Smith's Classical Dictionaries; the works of Brown, Anthon, and others, on Classical Literature; those of Anthon, Baird, Fiske, and others, on Classical Antiquities; Findlay's Ancient Atlas, Riddle's English-Latin Lexicon, Crosby's, Kuhner's, Zumpt's, and other standard Grammars, &c., &c.

In the department of Natural Science, there are over eighty volumes, among which are Bouvier's, Loomis's, Lardner's, Robinson's, Kendall's, and other Astronomical treatises; Silliman's, Lardner's, Olmstead's, (the larger work,) and other Natural Philosophies; Silliman's, Stockhardt's, Turner's, and other Chemistries; Bigelow's Useful Arts, Youman's Handbook of Household Science, and Johnston's Chemistry of Common Life, (three works which ought to be in the Library of every Grammar School as well as every High School,) Goadby's, Coate's, Hooker's, Miss Beecher's, Mrs. Blackwell's, and other Physiologies; Gray's series of Botanies, besides Wood's, Mrs. Lincoln's, and others; Wood, Smellie, and Buckland on Natural History; Schœdler's Book of Nature; Johnston's great Physical Atlas, Maury's Physical Geography of the Sea, (revised edition,) Brocklesby's works on Meteorology and the Microscope, Appleton's Modern Atlas, &c.

In the department of Rhetoric, &c., are Fowler's and Latham's works on the English Language, Campbell's Philosophy of Rhetoric, Crabbe's, Graham's, and Whateley's Synonyms, and some twenty other volumes.

In History and Biography, there are about fifty volumes, independent of Cyclopedias, and works included under "Classical" and "Miscellaneous" heads. Among these are Rollin's Ancient History, Arnold's Rome, Smith's Greece,

Weber's, Willard's, Willson's, and other General Histories, Curtis's Hist. of Constitution of U. States; Quincy's Life of John Q. Adams, Lives of Geo. Stephenson, Dr. Kane, Hugh Miller, &c.; Arago's Biographies of Scientific Men, (2 vols.) Self-made Men, Smyth's Lectures on History, Mallet's Northern Antiquities, Biographical Dictionaries, &c.

In the Mathematics, there are about fifty volumes, and in the modern Languages about forty; comprising those most valuable for purposes of reference and illustration in those departments of study.

About a hundred volumes are classed under the head of "Miscellaneous." Such are the New American Cyclopeda, (which, when completed, will be a library in itself, for purposes of general reference,) Chambers' Cyclopeda of English Literature, The Cyclopeda of Commerce, Lippincott's Gazetteer, McCulloch's Geographical Dictionary, Brande's Cyclopeda, Cleaveland's three Compendiums of Literature, (English, 19th Century English, and American,) Handbook of Literature and Fine Arts, Milledulcia, Bulfinch's Age of Fable and Age of Chivalry, Root's School Amusements, &c.

Over two hundred volumes have been added to the library during the last eighteen months. Forty-five of these, including many of the largest and most costly, were presented by the pupils, and of the remainder, more than one hundred and fifty were the gift of a friend of the School.

It will be seen that the library is especially rich in books which will be useful to the pupils, in connection with their regular school work. Many of them are, of course, equally useful to the teachers—especially for reference in regard to a thousand little details in the extended range of High School study, which it is hardly possible to retain in the memory—but the mistake has not been made (a very common mistake, in such cases) of filling the shelves with books which are interesting and valuable to the teachers alone, and only *through* them to the pupils. It is very important that the latter should learn to use books of reference for themselves. Comparatively few persons know how to find the information

which they want, with a whole library of standard literature before them ; and yet, after their school days are ended, it is mainly in that very way that their education must be continued, if continued at all. Some one has very well said, that "all persons who know *where* and *how* to look for such information as they want may be considered well educated, in the professional sense of the term." So important a means of self-culture, then, should be made a subject of direct instruction and illustration in the school training, and such books should be provided as schoolboys and schoolgirls can readily learn to use for reference ; books in which they can find interesting matter bearing upon their daily lessons. The habits thus formed will be invaluable to them in after life; both because they will know how to draw from the great fountain-heads of knowledge, in the examination of important subjects, and because the familiar use of good books will have cultivated a fondness for standard literature, from which they will be less likely to turn aside to that which is worthless or pernicious.

HIGH SCHOOL TEXT BOOKS.

The Text Books used in the High School, are as follows:

Mathematics.—Robinson's Elementary Algebra ; Davies' Elementary Geometry and Trigonometry.

Natural Sciences.—Sprague's Natural Philosophy, Porter's Chemistry, Hooker's Physiologies, Tenney's Geology, Brocklesby's Astronomies, Cornell's High School Geography (Section on Physical Geography.)

Modern Languages.—Fasquelle's French Series, Picciola, Collot's Dramatic French Reader, Woodbury's German Series, Adler's German Reader.

Latin and Greek.—McClintock's First and Second Latin Books, Moore's or Anthon's Virgil, Johnson's or Bullions's Cicero, Andrews and Stoddard's Latin Grammar, McClintock's First and Second Greek Books, Boise's or Anthon's Anabasis, Crosby's or Kuhner's Greek Grammar, Baird's Classical Manual.

English Language and Literature.—Fowler's English

Grammar, Mrs. Lowell's Gleanings from the Poets, (to be used instead of, or in connection with, the standard English Authors prescribed,) Scott's, Goldsmith's, Bryant's, and Longfellow's Poems, Tennyson, Milton, Shakspeare, and other standard authors.

History.—Willson's Outlines of History, Flanders's Constitution of U. S.

In addition to the above, the following dictionaries and books of reference are recommended to the pupils:—

Latin and Greek.—Pickering's Greek Lexicon, Anthon's or Crooks and Schem's Latin Lexicon, Zumpt's Latin Grammar, Smith's Classical Dictionary.

Modern Languages.—Jewett's Spiers' French Dictionaries, or Spiers and Surenné's large French Dictionary, (Appletons' Edition,) Adler's, (abridged,) Elwell's, or Oehlschlager's German Dictionary.

Miscellaneous.—Bulfinch's Age of Fable, Coppee's Rhetoric, Latham's Handbook of the English Language, Dwight's Modern Philology, Cleveland's Compendiums of Literature, Webster's or Worcester's English Dictionaries.

The Course of Study prescribed, is as follows:—

High School Course of Study.—English Department.

	Mathematics.	Natural Sciences.	Modern Languages.	Latin.	English Language and Literature.	Miscellaneous.
First Year.	Algebra, to Sec. II.		French Course, 12 Lessons; with Verbs.	First Latin Book, 25 Lessons.	English Grammar, Part 4, Chap. 1—10; with Parsing.	Reviews of Preparatory Course.
	Algebra, to Sec. III.		Fr. Course, 15 Lessons. Reader, to § 20, p. 43.	First Latin Book, 30 Lessons.	English Grammar, Part 6, Chap. 1—8. Scott's Poetry.	Reviews of Preparatory Course.
	Algebra, to Sec. V.		Fr. Course, 15 Lessons. Reader, to § 48, p. 96.	First Latin Book, 30 Lessons.	English Grammar, Part 6, Chap. 9 and 10, with Punctuation. Scott's Poetry.	Reviews of Preparatory Course.
	Algebra, completed and reviewed.	Natural Philosophy, to § 72.	Fr. Course, 15 Lessons. Reader, completed.	First Latin Book, completed and reviewed.	English Grammar, Part 7 and Part 8, Chapter 1. Scott's Poetry.	Reviews of Preparatory Course.
	Geometry, to Book II.	Natural Philosophy, to § 174.	Fr. Course, 21 Lessons. Napoleon, to p. 67.	2d Latin Book, to § 6, p. 23. Etymology.	English Grammar, Part 1. Longfellow, or Bryant.	History.
Second Year.	Geometry, to Book IV.	Natural Philosophy, completed.	Fr. Course, 20 Lessons. Napoleon, to p. 167.	2d Latin Book, to Pt. 2d. Latin Grammar; Syntax.	English Grammar, Part 2. Longfellow, or Bryant.	History.
	Geometry, to Book VI.	Nat. Philos. reviewed. Chemistry, commenced.	Fr. Course, completed. Napoleon, completed.	2d Latin Book, to § 5, p. 95. L. Gr.; Syntax.	English Grammar, Part 3. Longfellow, or Bryant.	History.
	Geometry, completed and reviewed.	Nat. Philos. reviewed. Chemistry, completed.	Fr. Course, reviewed. Picciola, Fr. Comp.	2d Latin Bk., completed. Latin Gr; Syntax.	Eng. Gr. Part 4, Chap. 11. Longfellow, or Bryant.	History.
	Trigonometry, to p. 211.	Chemistry, reviewed. Physiology, commenced.	French, or German.	Virgil; Aeneid, 1 Book. Latin Gr.; Prosody.	English Grammar, completed. Milton, or Shakspeare.	History.
	Trigonometry, completed.	Physiology, completed. Astronomy, commenced.	French, or German.	Virgil; Aeneid, 2 Books. Latin Gr. and Comp.	English Grammar, reviewed. Milton, or Shakspeare.	History.
Third Year.	Reviews.	Astronomy, completed. Geology.	French, or German.	Virgil; Aeneid, 2 Books. Latin Gr. and Comp.	Reviews. Milton, or Shakspeare.	History.
	Reviews.	[Physical Geography.] Reviews.	Reviews.	Virgil; Aeneid, 3 Books. Latin Gr. and Comp.	Reviews. Milton, or Shakspeare.	Constitution of U. S. Reviews.

NOTES TO THE COURSE OF STUDY.

English Scholars must take either Latin or the Modern Languages ; they may take both, by permission from the Master.

The Course in the Modern Languages for the Third Year, will be arranged, each year, by the Master and the Superintendent.

There will be exercises in Declamation for the boys, and in Original Composition for the whole School, in connection with the Course in the English Language and Literature.

No Scholar can be excused from any portion of the required Course, in either Department, except by the Superintendent ; and no Scholar can be excused, under any circumstances, from any portion of the Course in the English Language and Literature.

The Course in English Reading will be arranged, each year, by the Master, with the advice and approval of the Superintendent.

English Scholars who wish to remain in School a fourth year, may take the whole, or a part, of the Studies of the last year in the Classical Department, by permission from the Master.

Classical Scholars may take the Course in the Modern Languages, by permission from the Master ; also, the Mathematics of the Third Year, and the Course in the Natural Sciences.

If Scholars who are candidates for College, desire to complete the Classical Course in less than the prescribed time, and there is good reason to believe that they can do it, the Course may be modified by the Master to accommodate them ; provided the change can be made without materially interfering with the other arrangements of the School. Special arrangements also may be made (with the same proviso,) for Scholars who wish to be fitted to enter an advanced class in College.

The Course in the CLASSICAL DEPARTMENT is regularly completed in four years. For the first three years, the *re-*

quired studies are the same as in the English Department, with the omission of the Mathematics of the third year, and of all that is put under the heads of "Natural Sciences" and "Modern Languages" (in regard to which, see "Notes to Course of Study" above,) and with the addition of Greek. The First Greek Book is taken up at the beginning of the third term of the second year: 16 Lessons are required for the first term; 19 for the second; 26 for the third; 27 for the fourth; and, in the fifth, the book is completed and reviewed. During the next term, which is the last of the third year, the Syntax of the Second Greek Book is learned, and the First Book of Xenophon's *Anabasis* is read.

For the Fourth year, the Course is as follows:—in Latin, two Orations of Cicero for each term, with exercises in Latin Grammar and Composition; in Greek, two Books of the *Anabasis* for each of the first three terms, and the Poetry in the Second Greek Book for the fourth, with Greek Grammar and Composition. Classical Geography and Antiquities are studied, and the Reading and Criticism of English Authors are continued, throughout the year. Algebra and Geometry are reviewed during the last two terms, together with the work of the whole four years, in Greek and Latin, and, as far as possible, in all other studies.

Before closing my Report, it is proper that I should mention the Evening Free School, which is held Monday and Friday Evenings of each week, under the supervision of Mr. George P. Wilson, the City Missionary. Such a School for persons over 15 years of age, has been recommended in former Reports of the School Committee, but was never formed until the present season. Lyceum Hall and a smaller room above are filled each evening with well disposed and attentive pupils, of from 15 to 40 years of age, under the direction of Teachers who have generously volunteered their services for this good work. It commenced in the early part of November, and will continue until March; and at a trifling expense, (\$100 having been appropriated by the city for the

object) a large amount of good will be accomplished. A visit to the School was so gratifying to myself, and the exercises were so interesting in their character and aim, that I feel a Report of the publicly provided Educational means of the City may properly include a brief reference to a School which, though not under the supervision of the Committee, has from the first received their best wishes, and their cordial sympathy and support.

I have now directed your attention, Gentlemen of the Committee, to the general condition of our Schools, and to some points calling, in my opinion, for special remark. What we need to render our Schools more efficient is, not new houses for their better accommodation, for our School houses are generally as good as is necessary—nor another corps of Teachers, for our present Teachers, as a body, are well qualified for their positions—but what we need is that parents should feel and manifest more interest in the advancement of their own children in their studies, and in the character and progress of the School, to which their children belong. This interest may be manifested at home by questioning their children as to their studies, and aiding them, properly, in their preparation for the exercises of School; and may be manifested at School, by visiting it, and occasionally hearing for an hour or more, the classes in their recitations. The School Registers provided by the State for its Schools, have pages for the names of the Scholars, male and female, for each term, where tardiness, absence, &c., may be noted against each Scholar. Preceding the pages for this purpose, are others where a record is required to be made of the visitors to the School, giving the name of the visitor and the date of the visit. The preparation of these pages says, it is expected that Parents and Friends of Education, others beside the School Committee, will visit the School. With us, that natural expectation is not fulfilled. In many Registers, no name appears upon those pages but the name of the Superintendent of Schools, or of some member of the Committee. This ought not so to be. The

parent's visit will be cordially welcomed by the Teacher, will be happily welcomed by the Scholars, and will be of essential benefit to the parent, to the Teacher, and to the whole School. Visiting it in its ordinary exercises, when classes will go through their recitations as they would were no visitor present, acquaints one with the true character of the School, with the mode of teaching practiced, and the results as they are in process of accomplishment. At our annual examinations and exhibitions, many are present, and we would not have that number less; but still we are confident that parents would be better acquainted with the actual condition of the Schools, and the Schools would be more benefitted, if that annual visit was distributed through the year, and was made when Teacher and Scholars were not expecting it, and they would be seen in their everyday dress, and at their daily work. Let me repeat what has been said again and again in past reports of Superintendents of Schools, and School Committees; *that parents should feel that it is their privilege and that it is their duty to give an hour occasionally to the School where their child may be*; assured as I am that it will be an hour pleasantly, if not profitably passed by the parent, and it will be an hour in which there will be some addition made to that interest which should ever encircle and sustain every means for advancing the intellectual and moral character of the rising generation.

All of which is respectfully submitted.

GEO. PACKARD,

SEPT. OF SCHOOLS.

The following Table gives the names, present location, and Salaries of the several Teachers, and date of entrance into the service of the city.

Oliver High School,	-	-	-	W. J. Rolfe,	-	-	May, 1857,	\$1,200 00
"	"	-	-	Jane S. Gerrish,	-	-	Jan., 1852,	375 00
"	"	-	-	Harriet C. Hovey,	-	-	June, 1856,	325 00
Oliver Grammar School,	-	-	-	George A. Walton,	-	-	April, 1848,	1,200 00
"	"	-	-	James H. Eaton,	-	-	April, 1856,	800 00
"	"	-	-	Sarah J. Baker,	-	-	Cct., 1852,	300 00
"	"	-	-	C. M. Gardner,	-	-	Aug., 1854,	300 00
"	"	-	-	E. G. Macy,	-	-	Nov., 1852,	300 00
"	"	-	-	Mary Young,	-	-	Feb., 1854,	300 00
"	"	-	-	M. B. F. Brown,	-	-	Dec., 1848,	300 00
"	"	-	-	Abby Hale,	-	-	May, 1851,	300 00
"	"	-	-	Rachel A. Gerrish,	-	-	Jan., 1852,	300 00
"	"	-	-	S. O. Bricket,	-	-	April, 1848,	300 00
"	"	-	-	A. C. Eastman,	-	-	April, 1856,	300 00
"	"	-	-	A. L. Abbott,	-	-	Sept., 1858,	275 00
"	"	-	-	S. W. Cole,	-	-	Dec., 1857,	300 00
"	"	-	-	S. W. Baker,	-	-	Oct., 1856,	300 00
South Grammar School,	-	-	-	John Orne, Jr.,	-	-	Dec., 1858,	750 00
Prospect Street Middle School,	-	-	-	Mary Dane,	-	-	May, 1859,	250 00
Elm Street	"	-	-	A. W. Morrison,	-	-	Sept., 1855,	300 00
Newbury Street	"	-	-	C. A. Chickering,	-	-	April, 1854,	300 00
Oak Street	"	-	-	L. F. Jenness,	-	-	Sept., 1855,	300 00
Amesbury Street,	"	-	-	A. A. Parsons,	-	-	Sept., 1853,	300 00
Franklin Street,	"	-	-	A. R. Chandler,	-	-	April, 1858,	275 00
Cross Street	"	-	-	L. S. Faulkner,	-	-	Dec., 1855,	300 00
Pine Street	"	-	-	M. L. Abbott,	-	-	Mar., 1858,	275 00
South	"	-	-	S. A. Nelson,	-	-	Jan., 1859,	275 00
Tower Hill Mixed School,	-	-	-	E. W. Richardson,	-	-	April, 1850,	300 00
Prospect Street Primary School,	-	-	-	F. Swan,	-	-	Sept., 1859,	250 00
Elm Street	"	-	-	M. A. Chapman,	-	-	Dec., 1854,	300 00
Newbury Street	"	-	-	H. L. Cole,	-	-	April, 1855,	300 00
"	"	-	-	S. C. Morrison,	-	-	Mar., 1857,	300 00
Union	"	-	-	Lizzie C. Bailey,	-	-	Mar., 1858,	275 00
Oak Street	"	No. 1,	-	F. Reed,	-	-	July, 1858,	275 00
"	"	2,	-	E. G. Wetherbee,	-	-	Feb., 1857,	300 00
"	"	3,	-	N. M. Carter,	-	-	Sept., 1859,	250 00
"	"	4,	-	H. E. Gault,	-	-	June, 1856,	300 00
Amesbury Street	"	-	-	M. J. Wells,	-	-	June, 1852,	300 00
"	"	-	-	H. L. Ambrose,	-	-	April, 1857,	300 00
Franklin Street	"	-	-	L. L. Gordon,	-	-	Dec., 1854,	300 00
"	"	-	-	Rebecca Doane,	-	-	Dec., 1854,	300 00
Cross Street	"	-	-	R. R. Kempton,	-	-	Mar., 18 8,	275 00
"	"	-	-	I. H. Pratt,	-	-	Dec., 1855,	300 00
Pine Street	"	-	-	K. L. Marshall,	-	-	April, 1856,	300 00
South Side	"	No. 1,	-	S. A. Richardson,	-	-	Sept., 1857,	300 00
"	"	2,	-	M. Howe,	-	-	Aug., 1859,	250 00

The salaries of Female Teachers, other than those in the High School, are at the rate of \$250 per annum, for the first year; \$275 for the second year; \$300 for the third and each subsequent year.

FOURTEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE,
OF THE
CITY OF LAWRENCE,

PREPARED BY
GEO. PACKARD,
SECRETARY OF COMMITTEE,
AND
SUPERINTENDENT OF SCHOOLS.

1860.



LAWRENCE:
AMERICAN OFFICE—GEO. S. MERRILL, PRINTER.
1861.

Extract from the Records of the School Committee.

At a meeting of the School Committee, held December 18, 1860, it was Voted, that the Committee adopt the Report now submitted by the Superintendent of Public Schools, and present it to their fellow-citizens as the report of this Committee ; and that seventeen hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT, }
LAWRENCE, DECEMBER 27, 1860. }

GENTLEMEN OF THE SCHOOL DEPARTMENT:—

IN compliance with the Rules and Regulations of the School Committee, I respectfully present my Annual Report.

The members of the School Committee for the year, and the various Sub-Committees appointed at the organization of the Board, January 3, 1860, (with the changes since made,) have been as follows:—

DANIEL SAUNDERS, JR., *Mayor, ex-officio Chairman.*

Ward 1 {	Geo. Packard,	Ward 4 {	J. H. McCarty,
	Wm. Stevens.		E. M. Tappan. §
Ward 2 {	J. C. Hoadley,	Ward 5 {	Daniel Hardy,
	H. K. Oliver,*		Oliver Bryant.
	J. L. Partridge. †		
Ward 3 {	G. W. Garland,	Ward 6 {	W. Fisk Gile,
	C. E. Fisher.		Daniel Saunders.

GEO. PACKARD, *Superintendent of Schools.*

The Mayor,	} Committee of High School.
H. K. Oliver,*	
J. L. Partridge, †	
C. E. Fisher,	
G. W. Garland,	
E. M. Tappan. §	

*Resigned. †Elected to fill vacancy. §Deceased.

The Mayor, Wm. Stevens, J. H. McCarty, Oliver Bryant, W. Fisk Gile, J. C. Hoadley, Daniel Hardy.	}	Com. of Oliver Grammar School.
The Mayor, H. K. Oliver,* J. L. Partridge,† W. Fisk Gile, G. W. Garland, Daniel Saunders.	}	Com. of South Grammar School.
Geo. Packard, Wm. Stevens.	{	Com. of Prospect Street Middle, " " Primary, " Union House "
J. C. Hoadley, H. K. Oliver,* J. L. Partridge.†	{	Com. of Newbury Street Middle, " " Primary, " " " " Elm Street Middle, " " Primary.
C. E. Fisher, G. W. Garland.	{	Com. of Amesbury Street Middle, " " Primary, " " " " Oak Street Primary, No. 1, " " " No. 2, " " " No. 3, " " " No. 4.
J. H. McCarty, E. M. Tappan.‡	{	Com. of Pine Street Middle, " " Primary, " Cross Street Middle, " " Primary, " " "
Oliver Bryant, Daniel Hardy.	}	Com. of Franklin Street Middle, " " Primary, " " " " Tower Hill Mixed.
W. Fisk Gile, Daniel Saunders.	{	Com. of South Side Middle, " " Primary, No. 1, " " " No. 2.

Advisory Com.—W. Fisk Gile, W. Stevens, D. Hardy.

The Superintendent of Schools is regarded as, ex-officio, a member of the several Sub-Committees.

*Resigned. †Elected to fill vacancy. ‡Deceased.

It has been customary in the Reports that have been prepared by the School Committee of past years, and the Secretary of the Board, who is *ex-officio* the Superintendent of Schools, to refer first to what has been termed the "Relative Rank of Lawrence." Such reference I think is well, as in the carefully prepared tables that are annually sent forth from the office of the Secretary of the State Board of Education, there are important items given, by which we are enabled to measure ourselves with other large towns, or small cities. There are three points of comparison to which I would direct your attention.

The first is the comparative amount of money appropriated in the 331 towns of the State. In this Table the rank of Lawrence is 28—that is, there are 27 towns which appropriate more for the education of each child between the ages of 5 and 15 years; while there are 303 which appropriate less.

The second is the percentage of taxable property appropriated for Schools. Upon this table Lawrence stands the fifty-first.

The third is the per centage of attendance at school.—Upon this table we take no enviable position, being as low down as 278; that is, the per cent. of attendance is greater in 277 cities and towns, and smaller in only 53. We must confess that this return looks discredibly. The difficulty with us is mainly in the lowest grades of schools, in our Primaries, where, from the character of our population, so many mothers being at work during the day, a child that is able to walk alone is, for the convenience of the mother, sent. This class is necessarily inconstant, and so are very many in our Primary Schools, who, for slight causes or none that are assignable, are frequently absent from School. While the percentage of attendance at our High School is 96, at the Oliver Grammar School 91, at the South Grammar 83, and at our Middle Schools 81, that of our Primaries is much lower, bringing down our rank to the low point already mentioned. To this subject of more regular attendance, special attention has been given by the Teachers in our upper grades of Schools, and with gratifying results. Could

3 or 4 individuals in our High School, and some 25 or 30 in the various divisions of the Oliver Grammar School, be made to feel, that they are not only suffering themselves from their frequent, and in many cases, as we believe, unnecessary absences, but that they are inflicting a positive evil upon their own School or Division, and a bad reputation upon the character of the City, and become as regular in attendance as the large majority of the school, they would be acting for their own special benefit, and at the same time remove the discredit which, through them, the community is now suffering.

The Census of the School Children taken this year, shows, as we expected, a large increase of population. It is as follows:—

WARD 1,.....	545
“ 2,.....	655
“ 3,.....	729
“ 4,.....	658
“ 5,.....	316
“ 6,.....	268
<hr/>	
	3171

The total of the Census for 1859, was 2702

“ “ “ 1858, was 2610

“ “ “ 1857, was 3021

The following Table exhibits the statistical condition of the various Schools for each term of the year. It will be perceived that, in the Fall term, the Pine St. Primary and Pine St. Middle were constituted one School, and that consequently a Mixed School. It is, therefore, so designated on the Table. In the Graded Primary on Oak St., we have found difficulty from the small number of Scholars, and their irregular attendance. One of the Teachers being so sick in the Summer term that she was unable to prosecute her duties, her class was distributed into those of the other Teachers. That fact accounts for the defective report of Oak St. Primary No. 1.

Winter Term, 1859-60.

Spring Term, 1860.

Summer Term, 1860.

Fall Term, 1860.

SCHOOLS.

	No. under 5 yrs. of age	No. over 15 yrs. of age	Per cent. attendance	Average attendance.	Aver'ge No. belong'g.	Whole No. belonging
Oliver High School, - - -	45	44	94	41	57	58
Oliver Grammar School, - -	558	515	94	434	450	463
South Grammar School, - - -	40	35	76	26	28	41
South Middle School, - - -	45	40	31	16	33	39
Cross Street Middle School, -	33	31	29	93	23	31
Franklin Street Middle School,	43	38	35	92	26	39
Amesbury Street Middle School,	45	43	35	95	23	49
Pine Street Middle School, -	43	40	29	73	34	45
Oak Street Middle School, -	56	48	41	86	35	47
Newbury Street Middle School,	52	43	34	79	29	40
Elm Street Middle School, -	41	36	32	88	31	39
Prospect Street Middle School,	18	17	14	82	28	36
Tower Hill Mixed School, - -	56	50	41	88	63	85
Pine Street Mixed School, - -	36	32	23	72	41	58
Prospect Street Primary School,	8	8	80	35	50	67
Elm Street Primary School, -	54	55	43	38	44	50
Newbury St. Primary School,	80	72	63	87	77	87
Oak Street Primary, No. 1, -	25	25	22	88	27	35
Oak Street Primary, No. 2, -	32	28	20	71	31	49
Oak Street Primary, No. 3, -	64	53	30	56	31	55
Amesbury St. Primary School,	81	60	53	88	75	98
Franklin St. Primary School,	74	54	43	80	89	105
Pine Street Primary School, -	62	45	35	81	72	81
Cross Street Primary School, -	70	56	45	80	61	80
Union Primary School, - - -	57	52	39	75	78	109
South Primary, No. 1, - - -	46	39	24	61	37	57
South Primary, No. 2, - - -	40	31	21	66	47	69
Whole total, - - - - -	1796	1573	1304	86	1483	1893

Whole total, - - - - -

During the past year, very few changes have taken place in our corps of Teachers. Misses Baker and Gardiner, who had been with us several years, and who had proved themselves conscientious, competent, and successful teachers, were called away to more desirable and lucrative points of labor. Miss Jenness, who had not been with us so long, but long enough to prove herself a reliable and faithful teacher, left at the close of the Fall term, for married life. In consequence of the diminished numbers of our scholars, occasioned by the establishment of the Romanist School, we have, as yet, been compelled to call only upon one of our reserved Teachers, Miss L. B. Dane, and she entered upon regular duty, the first of the present month.

After the Pemberton accident, applications were made by parents in behalf of their children who had been at work in that Mill, for certificates, that they might go to work elsewhere. In the examination of some of the cases, it was found that children under 12 and 15 years of age had been allowed to work in the Mill, when they should have been sent out to school. The matter being brought before the Committee, and the facts that had come to the knowledge of the Secretary and others, clearly stated, it was moved at the meeting of the Committee in March, that the Secretary address a note to the Agents of the several manufacturing establishments, directing attention to the provisions of the Statutes, and stating that the School Committee considered it their duty to complain of any violation of said Statutes. The Secretary obeyed his instructions. Soon a note was received from one of the Agents, stating "that they had recently received children, who have attended the School in charge of Rev. J. O'Donnell, supposing it to be acceptable to the Committee. If you notify me that such is not the case, we shall remove them, and your Committee will assume the responsibility."

To this note I was instructed to reply:—"The Law requires that the certificate of school attendance shall be signed by teachers *approved* by the School Committee. Officially, the Committee know no others than those whose

names are upon the accompanying card, for no others have been approved by them. The question of approval of any others has never been presented to the Committee."

I might here state, that, according to the Statutes of 1855 and 1858, children under twelve years of age must attend school eighteen weeks of each year, and children from twelve to fifteen years of age, eleven weeks of each year, in some *public* or *private* day school of which the teachers shall have been approved by the School Committee of the city or town in which such school shall have been kept.

In August, the following note was laid before the Committee:—"As the law requires that every School in the city have your authorization before its Teacher be allowed to issue to any of his scholars a certificate of attendance (such as they must present before seeking work in the factories,) I, the undersigned, respectfully seek and request said authorization for the School attached to the Church of the Immaculate Conception, in this city, and which is under my charge. Begging your attention to this subject, and inviting whatever examination you may find it suitable to make,

I remain, Gentlemen,

Respectfully, &c. E. A. M. PELLETIER.

The Committee, the appointed guardians of the public educational means furnished by the City, were somewhat tried as to the question of duty, and how they could best perform that duty. There were several meetings held for the discussion of the intricate subject in its many involved particulars, and, at last, the Committee came to this conclusion:—the Statute expects the School Committee to bestow their approval upon such day schools, although private, if found worthy of it. To ascertain whether they are worthy of approval, the teachers must be examined; and then their schools must be examined to see whether the teachers carry out the requisition of the Statutes, and really teach the branches of study there prescribed. Approval obviously demanded something like supervision of the school.

The teachers of the school referred to, were notified to appear at the Committee's Room, Oct. 3, 1860; the exam-

ination, according to the vote, "to be conducted by the Superintendent, and such members of the Committee as may please to be present."

There appeared six teachers, three male and three female, before the Superintendent and five of the Board of Committee. The position taken by the Committee was, that the examination should be prosecuted in the various branches taught in our public Schools. Objection was soon made, that an examination should be had only in the branches which the candidate taught. The answer of the Committee was:—We never examined for a special place, unless for assistantcy in the High School; but we examine the candidates, and if they are found qualified, we assign them to their position, a Primary, Middle, or Assistantcy in the Grammar School. The Committee insisted that the course they always had pursued, they should pursue in the present case.

The three female teachers soon withdrew, and soon after, one of the males; the other two remaining and submitting to the examination as conducted by several members of the Committee.

The result of this examination was laid before the whole Board at a meeting held Oct. 8, 1860. After considerable discussion, it was

Moved, "That we approve of the Teachers of said School," which was negatived by an almost unanimous vote. It was then

Voted, "That in view of the withdrawal from examination of some of the Teachers of the School attached to the Church of the Immaculate Conception, in this city, and the defective preparation of others, notwithstanding the admitted qualifications of Mr. Eugene A. M. Pelletier, the Committee see insurmountable objections to granting to any of the Teachers of said School the approval asked for in Mr. Pelletier's note of August, 1860."

Thus, on the part of the Committee, this perplexing question was settled. In the school to which reference is made above, there are four hundred scholars in the three departments, Primary, Intermediate, and Grammar. Mr. Pelletier,

with whom the Committee were much pleased, has the supervision of the whole, but especially of the Grammar Department. This school is composed of boys. The girls' school, numbering 225 or 250 scholars, is connected with the Church under the charge of Rev. J. O'Donnell,—so that 650 scholars are taken away from all the benefits of our school system, from the strict government and effective training and positive instruction of accomplished and excellent teachers, and subjected to one which, in these essential points, must be inferior. We regret it on account of these children; we regret it on account of this community, of which these same children are, by and by, to be active members.

The subject of truancy, to which I especially referred in my last Report, was early taken up by the Mayor and City Marshal, in connection with the teachers of the Oliver Grammar School and myself, and a plan of operations was organized which seemed likely to meet the difficulty easily and effectually. The plan was this. The first occurrence of truancy was to be treated by the teacher. If there was a repetition of the offence, notice was to be sent to the Superintendent of Schools, who was to see the guilty one, and warn him of the error of his ways. If, after this, the offence was committed, notice was to be sent to the City Marshal through the Superintendent, and the boy was to be taken by him into "the Truant Class," which was to have a place in the room of Mr. Eaton, the Sub-master of the Oliver Grammar School. The Marshal, by a personal visit or a note from the teacher, was to be informed, each day, of the presence or absence of the scholar. If the boy was regular in attendance, for a proper length of time, and Mr. Eaton had good reason for believing that the disposition to truancy was for the time subdued, he was authorized to dismiss him from the class and allow him to attend the school or division to which he belonged. If, while a member of the class, the boy should be guilty of truancy, the City Marshal was to take him before the Police Court Judge, who would send him for a season to the Poor Farm. This class has numbered four; and the plan would have operated most successfully, had not the withdraw-

al of so many children from our Public Schools to attend the Romanist Schools, interfered with its full prosecution. I am satisfied, that if every child in the city were amenable to the laws of our Public Schools, and there was no chance, by the plea of attachment to any other school, of escape from their jurisdiction, the plan here given would be proved not difficult of execution and most effective in accomplishing the end desired. I ought here to remark, that in the carrying out of this plan and in answering the many calls I have made upon him, I have always found the City Marshal disposed to respond promptly and most cheerfully.

During the last six months, the school house upon the south side of the river has been occupied by its four schools ; one Grammar, one Middle, and two Primary. The house is conveniently arranged—having four large, high-studded rooms, each of which is provided with an ample recitation room, so that it can be made to accommodate well a much larger number of scholars than now belong to the four schools.

A call may be made from a district of population in Ward 5, for the erection of a school house, on Water St. above the site of Norcross' Steam Mill. The children of this section attend at the Tower Hill school house. The distance is considerable and the access not easy. That house has been uncomfortably filled for the last few months, and very soon relief must be afforded. If the house contemplated were erected, and the children south of Lowell St. were to attend there, one teacher might suffice for the Tower Hill school, and the assistant there be transferred to the new house. If the Committee will examine into the actual condition of the families in this section of Ward 5, I think that they will readily endorse the petition to the City Authorities for the building of a house for their accommodation.

The system of cards, showing the attendance, deportment, and scholarship of every child in our High, Grammar, and Middle schools, fails, through the inattention of parents, of effecting the good aimed at in their preparation. The card is to tell the parent or guardian of the pupil in the High School, how many times during the month the child has been absent, or

tardy, and the rank accredited for every recitation.— By proper examination on his part, the parent may know the precise school condition of his child for the past month. Recitations marked 10 are perfect, and 9 are very respectable; 8 is indicative of neglect in preparation, or carelessness in recitation; 7, 6, and down to cipher or zero, show inexcusable inattention. According to the Rules and Regulations printed in 1858, an average of recitations below 8 (or 80 per cent.) not explainable by sufficient reasons, endangers the connection of the child with the school.

If no allowance can be made, from the health of the child or any peculiar circumstances of his home condition, the Committee, by the Rule and Regulation referred to, mean to say, that in their opinion a continued connection with the school is of doubtful advantage to the child, as it is of certain disadvantage to the school.

In the Grammar and Middle Schools, the cards are sent home weekly. A note is made up each day of the scholar, as to Deportment, Scholarship, etc.; at the end of the week these are added up, and the percentage of the week arrived at. If the card has 6 for Deportment, 7 for Scholarship, and shows absence or tardiness, the parent should have interest enough in the return to inquire into the reasons for such low marking. And the parent is not to be put off with the answer, that the lessons were too difficult, or that the teacher did not assign the lesson, or that a mistake was made by the child as to the lesson, for although all of these things might occasionally happen, their occurrence is at no time probable unless through culpable carelessness of the child.

Each child, it is intended, shall occupy the precise place in the schools to which he belongs, and the assertion he may make to the parent, that his lessons are too difficult, is false, and may be so regarded by the parent, unless in his classification the mistake has been made of putting him into a class or division, the scholars of which really rank above him. This may happen, but it must be a rare occurrence. If the marks upon the weekly cards are not well up to 9, let the parent inquire into it, and if he should see the teacher and ascertain

from him or her, not only how things are, but why they are so in the teacher's opinion, he may be doing more for his child than he could by any other plan which could be adopted.

The subject of the Physical Education of our children and youth is, at this time, receiving special attention. That there has been with us in New England great neglect of this necessary part of general education, cannot be denied; but the impression which seems to pervade some minds who are discussing this matter, that the neglect has been caused by the bestowment of too much time and effort upon mental training, is, in my opinion, erroneous. It may have been so in a few instances, but those instances are very few. There is undoubtedly needed a combination of physical and mental education in proper proportions, which does not now exist, but in order to have that combination, it is not necessary that the mental training and discipline should be lessened, but that the physical should be increased. Let it be made to take its proper position in the daily routine of a course of education; let times and seasons to be employed in exercises that look to physical development and activity, be as definitely fixed as the hours for recitation in the various branches of study; and let there be on the part of teachers and pupils the same desire and effort for advancement in the one as in the other; and we do not believe that the mental training would be at all reduced, while the physical would be greatly advanced. The opinion, that a certain number of hours per day exactly measures the amount of mental training of which the child is the subject, is as erroneous as if it were made the basis of estimating the child's actual advancement in his studies. Six hours of school time is not the exponent of the one more than of the other. Where is the school, the pupils of which are busily, actively engaged for that prescribed length of time each day? Where is the scholar, of school age, who really devotes this number of hours to close, interested study? Neither is to be found. The truth is, with all the means of education now employed by our most earnest, skilful teachers, and with all the pressure that is brought to bear upon the pupil, there is a large portion of the school hours of each

day, that witnesses but little interest and effort on the part of the pupil as a student, and affords no measurable advancement in the results aimed at in his studential course. Now, could that time, when the most attentive scholars are listless, and are passing away, not improving, their hours for study, could that be separated from the rest and devoted to physical exercises—all show of study dropped, and play, as you may call it, engaged in—the result would be, not the subtraction of time from study, but from the make-believe of study, and the devotion of time that would be otherwise lost, to the acquiring of a positive and important benefit. Compare the school system of Massachusetts, with what it was, before the State Board of Education was formed and its first Secretary, Hon. Horace Mann, awakened throughout the State an attention and an interest which from that time has been on the increase, and it will be found that a great and most desirable advance has been made; but yet, as we think, much is to be done in the direction of physical education to make our general school system what it might be and what it ought to be. We hail with pleasure every available suggestion, which is to benefit, in this particular, the children of both sexes, and we trust, that, as our more thoughtful educators have turned their attention to the subject, such a system of physical training may be formed and matured, that the next ten years will witness as decided and desirable progress in this respect, as the last twenty years have shown in our system of mental education.

CONDITION OF THE SCHOOLS.

PRIMARIES.—I am persuaded that there has been, in the past year, an advance in the character and efficiency of these schools. This may be attributed in part to the smaller number of scholars that have been in attendance, and in part to the character of the scholars who have remained. But to whatever cause it may be ascribed, besides the greater earnestness and activity of the teachers, their elevation in character is to me very apparent. At one of these schools, I was much gratified at the ideas of the value of figures according

to position, which had been gained by the school. It had been done by the use of the numerical chart, which is in all of our Primary Schools; and without much labor on the part of the teacher, or difficulty on the part of the children, the principle of Numeration had been taught and acquired. In that same school, there was a repetition of several of the Psalms of David, given by the whole school with great propriety and reverence of manner, and with perfect verbal accuracy.

In another school of this class, I was gratified at the correctness and sometimes beauty of execution, with which the scholars printed upon their slates the words of their spelling lesson, or the words which stand at the head of their reading exercises. The time of the scholar is thus pleasantly and most profitably employed, and the lessons for spelling are more thoroughly acquired. There are some of our teachers, who thus interest and instruct their pupils in what may be regarded as outside of the usual routine, but I have always found their scholars equal, if not superior, to those of teachers who go through only their prescribed course, finding, as they say, no time that they can give to these extra exercises. But there are teachers, who will have, and do find, the time, and these are the teachers whose schools attain the highest rank.

MIDDLE SCHOOLS.—The same general remarks may be made of this class of our Schools, as of the Primaries, and probably for the same reasons. The examination of classes for promotion to the Grammar School, which took place at the close of the Fall term, was, as a whole, very satisfactory. Ten questions are prepared by the Grammar School teachers upon the Geography of New England, Arithmetic, the Multiplication Table, and ten words in Spelling, and they are submitted to the teacher of the Middle School.—They are intended to be fair test questions, but if the Middle School teacher seriously object to any of them, a new one is substituted before the examination commences. The examination is necessarily individual, and it is so conducted, that none but the child questioned hears the questions pro-

posed. The returns from all the schools are brought to the office of the Superintendent, and the results decided from the returns and the explanatory testimony of the Middle School teacher. Some of these returns, at the last examination, were of such a character as to authorize their publication. A class of 14 was examined, in one school. The record of the column of Multiplication Table is this: 100, 100, 100, 100, 100, 100, 100, 100, 100, 100, 90, 80, 100, 100. That is, in this class of 14, examined separately, there were but three incorrect answers. In that same class, the record of the column of Arithmetic gives 100 to ten out of fourteen. In another school, the returns of a class of 7, in the column of Arithmetical questions, are 100, 100, 100, 90, 90, 90, and the seventh falls below. These returns show a better preparation for the Grammar School, than I have ever before known.

SOUTH GRAMMAR SCHOOL.—This School has a new room, and is externally much improved in appearance, but I fear not so much in character. The class of scholars is younger, but the same irregular attendance that has been the bane of this school still continues, although the Master hopes that there is some improvement. At the present time, the number of scholars connected with the school is 62, but seldom more than 40 are present. If this be continued, I care not how faithful may be the teacher, or how earnest he may be in effort for the advancement of the individuals composing the school; he cannot accomplish much, he cannot bring up the classes to that degree of excellence, which he may desire or the Committee may expect.

OLIVER GRAMMAR SCHOOL.—For reasons already given, the number of scholars in this school has been smaller during the past year, than for years before. There are two or three points to which through the Committee I wish to ask the attention of the community.

In the report of the Superintendent of Schools for 1858, some of the details of this school were presented, such as the manner of admitting to the school, and of promoting from one

grade to another, &c. It was there shown that the promotions were effected by addressing the same questions to each pupil, and advancing by a certain per cent. of correct answers and rejecting those that fall below. In the main, the same plan is pursued, at the present time. A set of questions is prepared by the teacher of each upper grade, and submitted to the teacher of the next lower grade, (to whose children they are to be assigned,) that he may reject any that seem to him unfair as a test of the proficiency of the pupil. If he object to any question, in form or substance, the two teachers most directly interested agree upon substitutes, and, thus modified, they are submitted to the Principal for further alterations or approval. In this form, they are assigned to the pupils, who communicate their answers in writing; and from these written answers, the rank of the pupil is determined, and if this rank will warrant, he is promoted. The rank for promotion is variable, it being higher or lower according to the number of pupils that can be accommodated in the room of the next grade in advance. It occasionally happens that a pupil in the examination will rise much above the recorded rank of his scholarship. And, occasionally, a pupil in the examination falls short of the estimate of the teacher who presents him for promotion. In all cases of doubt, the pupil is re-examined, or admitted upon trial. It is seldom profitable to advance a pupil who cannot answer 70 per cent. of the aggregate of the questions assigned in the various branches, yet there are those who comprehend principles and have thoroughly mastered a grade of study, and still lack the acuteness or judgment to make the applications in particular instances; and it is sometimes wise to make a promotion where the rank in examination may be low. With these and similar exceptions, all promotions from grade to grade in this school are made by written examinations. The questions assigned, with the results attained by each pupil, are preserved by the teachers for future reference, and are open to the inspection of parents and the Committee of the school. This is a feature of the school which must commend itself to all who wish to know the exact position of their children.

Let me, in this connection, direct special attention to the weekly card. As has been already indicated, the card should keep up a direct and constant communication between the parent and the teacher. It sometimes fails to accomplish its object by the pupil's attaching the name of the parent and thus returning it to the teacher, and, if it be called for at home, declaring that no cards are sent. To prevent all fraud, the parent should demand a card each week, and every week attach his own signature to it; and it is hoped that it will be borne in mind that each child has a card, and that except for extraordinary reasons, no teacher is ever excusable for not sending one. If the card fails in any respect to give the accurate information desired, parents are respectfully invited to call upon the teacher, where they may examine the records which will reveal the exact state of each case.

OLIVER HIGH SCHOOL.—This school, under the same teachers, and steadily pursuing the present course of study, does not furnish occasion for special remark. During the past year, valuable additions have been made by the scholars and Committee to the Library, so that the school is well furnished with reference books, that are of great worth to the pupils in the prosecution of their daily studies.

The Course of Study of this school, in the ENGLISH DEPARTMENT, is completed in three years. In *Mathematics*, Algebra is studied during the first year, Geometry during the second year, and Trigonometry during the first two terms of the third year; and all three are thoroughly reviewed in the last two terms of the third year. In the *Natural Sciences*, nothing is done until the last term of the first year, when the study of Natural Philosophy is commenced. This is continued during the next two terms, and reviewed in the first part of the third term of the second year, when it gives place to Chemistry, which is studied for the remainder of that term and the whole of the next. During the third year, Physiology is taken up, followed by either Natural History or Geology, (or by both, if the time should permit,) and a brief course in Astronomy. A few lessons in Physical Geography

may be added, if deemed expedient, and the remainder of the year is devoted to reviews.

In the *Modern Languages*, French is begun with the first term of the first year. 12 lessons of Fasquelle's Grammar, with the paradigms of the Verbs, are required, the first term; 15 lessons, and the "Colloquial Reader" to § 20, the second term; 15 lessons, and the Reader to § 48, the third term; and 15 lessons and the remainder of the Reader, the fourth term. In the second year, 20 lessons in the Grammar, and 66 pages of "Napoleon" are assigned for the first term; 20 lessons and 100 pages of "Napoleon," for the second; and both books are completed, the third term. The Grammar is reviewed and "Picciola" is read, the fourth term. The third year, either French or German may be studied, the course being arranged, each year, by the Master, with the approval of the Superintendent of Schools.

In *Latin*, 25 lessons in the First Latin Book are taken, the first term; 30, the second; 30, the third; and the remainder, with reviews, the fourth. During the second year, the Second Latin Book is read as far as § 6, page 23d, the first term; continued, to Part II, the second term; to § 5, page 95th, the third term; and completed, the fourth term. The Syntactical portions of the Latin Grammar are studied, during the last three terms of the year. In the third year, 1 Book of Virgil's Aeneid is read, the first term; 2 Books, the second term; 2, the third term; and 3, the fourth term. The Prosody of the Latin Grammar is learned, and the Syntax reviewed, with continued practice in Latin Composition.

In the *English Language and Literature*, for the first term of the first year, Part IV, Chapters 1—10 of the English Grammar, and exercises in Parsing, are assigned; for the second, Part VI, Chapters 1—8; for the third, Part VI, Chapters 9 and 10, with Punctuation; for the fourth, Part VII, and Part VIII, Chapter I. For the first term of the second year, Part I; for the second, Part II; for the third, Part III; and for the fourth, Part IV, Chapter 11. The book is completed and reviewed, during the first two terms

of the third year. Standard English authors are read, through the whole course. For the first year, the "Gleanings from the Poets," or Scott, is usually taken; for the second year, Longfellow or Bryant; for the third, Shakspeare or Milton.

In addition to the above, General History is studied, during the second and third years; with the Constitution of the United States, if time allows.

The Course in the CLASSICAL DEPARTMENT is regularly completed in four years. For the first three years, the *required* studies are the same as in the English Department, with the omission of the Mathematics of the third year, and of all that has been mentioned under the heads of "Natural Sciences" and "Modern Languages," and with the addition of Greek. The First Greek Book is taken up at the beginning of the third term of the second year: 16 lessons are required for the first term; 19 for the second; 26 for the third; 27 for the fourth; and, in the fifth, the book is completed and reviewed. During the next term, which is the last of the third year, the Syntax of the Second Greek Book is learned, and the First Book of Xenophon's Anabasis is read.

For the Fourth year, the Course is as follows:—in Latin, two Orations of Cicero for each term, with exercises in Latin Grammar and Composition; in Greek, two Books of the Anabasis for each of the first three terms, and the Poetry in the Second Greek Book for the fourth, with Greek Grammar and Composition. Classical Geography and Antiquities are studied, and the Reading and Criticism of English Authors are continued, throughout the year. Algebra and Geometry are reviewed during the last two terms, together with the work of the whole four years, in Greek and Latin, and, as far as possible, in all other studies.

Other things included in the course of study, and the modifications and restrictions connected therewith, are explained in the following extracts from the Rules of the school:—

Classical Scholars may take the Course in the Modern Languages, by permission from the Master; also, the Math-

ematics of the Third Year, and the Course in the Natural Sciences.

If Scholars who are candidates for College, desire to complete the Classical Course in less than the prescribed time, and there is good reason to believe that they can do it, the Course may be modified by the Master to accommodate them ; provided the change can be made without materially interfering with the other arrangements of the School. Special arrangements also may be made (with the same proviso,) for Scholars who wish to be fitted to enter an advanced class in College.

English Scholars must take either Latin or the Modern Languages ; they may take both, by permission from the Master.

There will be exercises in Declamation for the boys, and in Original Composition for the whole School, in connection with the Course in the English Language and Literature.

No Scholar can be excused from any portion of the required Course, in either Department, except by the Superintendent ; and no Scholar can be excused, under any circumstances, from any portion of the Course in the English Language and Literature.

The Course in English Reading will be arranged, each year, by the Master, with the advice and approval of the Superintendent.

English Scholars who wish to remain in School a fourth year, may take the whole, or a part, of the Studies of the last year in the Classical Department, by permission from the Master.

TEXT BOOKS IN THE VARIOUS SCHOOLS.

PRIMARY SCHOOLS.—Sargent's Primer and First and Second Readers, and Walton's First Steps in Numbers, to Section IV.

MIDDLE SCHOOLS.—Sargent's Second Reader, Worcester's Spelling Book, First Steps in Numbers, from Section III. to Section XIV., Cornell's Grammar School Geography.

GRAMMAR SCHOOLS.—Sargent's Third and Fourth Readers, Vocal Culture (in the First Division ;) Worcester's Speller ;

Payson, Dunton, and Scribner's Writing Books; Cornell's Grammar School Geography, and Cornell's High School Geography (in the First Division;) Greenleaf's Common School Arithmetic, Colburn's First Lessons, and Colburn and Walton's First Steps in Numbers; Payson, Dunton, and Scribner's Book Keeping; Tower's Elements and Larger Grammar; Willson's History of the United States; Quackenbos's First Lessons in Composition; Worcester's and Webster's Dictionaries.

HIGH SCHOOL.—*Mathematics*.—Robinson's Elementary Algebra; Davies' Elementary Geometry and Trigonometry.

Natural Sciences.—Sprague's Natural Philosophy, Porter's Chemistry, Hooker's Physiologies, Tenney's Geology, Brocklesby's Astronomies, Cornell's High School Geography (Section on Physical Geography,) Hooker's Natural History.

Modern Languages.—Fasquelle's French Series, Picciola, Collot's Dramatic French Reader, Woodbury's German Series, Adler's German Reader.

Latin and Greek.—McClintock's First and Second Latin Books, Frieze's or Anthon's Virgil, Johnson's or Bullions's Cicero, Andrews and Stoddard's Latin Grammar, McClintock's First and Second Greek Books, Boise's or Anthon's Anabasis, Crosby's, Hadley's, or Kuhner's Greek Grammar, Baird's Classical Manual.

English Language and Literature.—Fowler's English Grammar, Mrs. Lowell's Gleanings from the Poets, (to be used instead of, or in connection with, the standard English Authors prescribed,) Scott's, Goldsmith's, Bryant's, and Longfellow's Poems, Tennyson, Milton, Shakspeare, and other standard authors, Worcester's and Webster's Dictionaries.

History.—Willson's Outlines of History, Flanders's Constitution of United States.

I have now, Gentlemen of the Committee, directed your attention to a few items in reference to our educational system and its practical operations. We may be satisfied, I think, with our schools, with their actual position and the reputation they have acquired abroad, though in some points

there may yet be made a desirable advance. When I go into our High School Room and notice its not large but yet most valuable library, its ample philosophical apparatus, its walls decorated with the busts and statuettes of ancient and modern illustrious men, and with instructive engravings ; when I go into our Oliver Grammar School and see its various rooms, each furnished with its globe, and necessary maps, and chirographical charts, and its beautiful Hall capable of accommodating from 800 to 1000 children for general exercises, with its series of outline and other maps, its cabinet, its painting, and its engravings ; when I visit our Middle Schools, and look at them convened in well arranged and well furnished rooms, numerical and chirographical charts and outline maps covering the walls ; and our Primaries, with their comfortable arm chairs, and their numerical charts and chalk diagrams : I ask myself, what more can be done for our children and youth, than is done, what can be added to the furniture and facilities of educating them in the things they ought to know ? How vastly superior the advantages our children now enjoy compared with what was regarded amply sufficient, twenty-five years since ; and how much more anxious parents should be, than many are, that their children should reap all the benefit possible from these precious privileges !

In the past, our city has provided most liberally for her schools, but she has been fully compensated for all that she has expended. She has done well for her schools—her schools have done well for her. May she be equally liberal in all the future, assured, as she may well be, that no other outlay will render so large and valuable dividends !

All of which is respectfully submitted,

GEO. PACKARD,

SEC. OF COM. AND SUPT. OF SCHOOLS.

As the Report of the Superintendent of Schools is delayed in its publication, an opportunity is given of inserting the action of the School Committee in reference to the lamented death of one of their number, the Rev. E. M. Tappan.

At a meeting of the Committee held December 18th, a Committee, consisting of Rev. Mr. Fisher, Rev. Mr. McCarty, and the Secretary, were appointed to draft resolutions in reference to the death of Rev. Mr. Tappan, to be presented at the meeting of the Board to be held Dec. 31st, 1860.

The following resolutions were presented and adopted :—

WHEREAS, it has pleased God, in his unsearchable wisdom and goodness, to remove from us by death, Rev. E. M. Tappan, a member for the past year of this Board, in order that we may express our feelings in respect to this event and our appreciation of his worth—therefore,

Resolved,—That we recognize in this event the hand of God as having removed him in the midst of his days, his abundant labors and usefulness, from his family, his church, and his efforts with us for the advancement of education and the general welfare of our citizens.

Resolved,—That he ever commended himself to us as a good and faithful man, abundant and efficient in labors, yet so modest and fully devoted to his own proper work as to be little known to the passing public ; and though for the past year, bodily infirmity deprived us of his counsels and co-operation to a great extent, yet we have seen enough of him to be persuaded of his social, intellectual and moral worth, his genial and generous disposition, his gentlemanly and christian deportment toward all men, and his sincere and earnest interest in everything pertaining to the welfare of mankind.

Resolved,—That we hereby express our sincere sympathy with his family and his church in their bereavement of *husband, father, and pastor*, and our belief that this Board and the whole community suffer with them a great loss, by the decease of our fellow laborer, in the prime of his early manhood.

Resolved,—That a copy of these resolutions be sent to the family and church of the deceased, and that they be entered upon our records.

☞ The following Table gives the names, present location, and salaries of the several Teachers, and date of entrance into the service of the city.

Oliver High School, - - -	W. J. Rolfe, - - -	May, 1857,	\$1,500 00
" " - - -	Jane S. Gerrish, - - -	Jan., 1852,	450 00
" " - - -	Harriet C. Hovey, - - -	June, 1856,	375 00
Oliver Grammar School, - - -	George A. Walton, - - -	April, 1848,	1,200 00
" " - - -	James H. Eaton, - - -	April, 1856,	1,000 00
" " - - -	Mary Young, - - -	Feb., 1854,	300 00
" " - - -	E. G. Macy, - - -	Nov., 1852,	300 00
" " - - -	M. B. F. Brown, - - -	Dec., 1848,	300 00
" " - - -	Abby Hale, - - -	May, 1851,	200 00
" " - - -	S. O. Brickett, - - -	April, 1848,	300 00
" " - - -	A. C. Eastman, - - -	April, 1856,	300 00
" " - - -	Rachel A. Gerrish, - - -	Jan., 1852,	300 00
" " - - -	M. M. Persons, - - -	April, 1854,	300 00
" " - - -	A. L. Abbott, - - -	Sept, 1858,	300 00
" " - - -	S. W. Cole, - - -	Dec., 1857,	300 00
" " - - -	S. W. Baker, - - -	Oct., 1856,	300 00
South Grammar School, - - -	John Orne, Jr., - - -	Dec., 1858,	750 00
Prospect Street Middle School, - - -	K. L. Marshall, - - -	April, 1856,	300 00
Elm Street " - - -	A. W. Morrison, - - -	Sept., 1855,	300 00
Newbury Street " - - -	Mary Dane, - - -	May, 1859,	275 00
Oak Street " - - -	Rebecca Doane, - - -	Dec., 1854,	300 00
Amesbury Street " - - -	A. A. Parsons, - - -	Sept., 1853,	300 00
Franklin Street " - - -	A. R. Chandler, - - -	April, 1858,	300 00
Cross Street " - - -	L. S. Faulkner, - - -	Dec., 1855,	300 00
South Side " - - -	S. A. Nelson, - - -	Jan., 1859,	275 00
Tower Hill Mixed School, - - -	E. W. Richardson, - - -	April, 1850,	300 00
" " - - -	M. E. Cook, - - -	Jan., 1861,	250 00
Pine Street " - - -	M. L. Abbott, - - -	Mar., 1858,	300 00
Prospect Street Primary School, - - -	F. Swan, - - -	Sept., 1859,	275 00
Elm Street " - - -	M. A. Chapman, - - -	Dec., 1854,	300 00
Newbury Street " - - -	H. L. Cole, - - -	April, 1855,	300 00
" " - - -	S. C. Morrison, - - -	Mar., 1857,	300 00
Union School House " - - -	Lizzie C. Bailey, - - -	Mar., 1858,	300 00
" " - - -	H. E. Gault, - - -	June, 1856,	300 00
Oak Street " No. 1. - - -	F. Reed, - - -	July, 1858,	300 00
" " No. 2, - - -	E. G. Wetherbee, - - -	Feb., 1857,	300 00
" " No. 3, - - -	N. M. Carter, - - -	Sept., 1859,	275 00
Amesbury Street " - - -	M. J. Wells, - - -	June, 1852,	300 00
" " - - -	H. L. Ambrose, - - -	April, 1857,	300 00
Franklin Street " - - -	L. L. Gordon, - - -	Dec., 1854,	300 00
" " - - -	L. B. Dane, - - -	Dec., 1860,	250 00
Cross Street " - - -	R. R. Kempton, - - -	Mar., 1858,	300 00
" " - - -	I. H. Pratt, - - -	Dec., 1855,	300 00
South Side " No. 1, - - -	S. A. Richardson, - - -	Sept., 1851,	300 00
" " No. 2, - - -	M. Howe, - - -	Aug., 1859,	275 00

The salaries of Female Teachers, other than those in the High School, are at the rate of \$250 per annum, for the first year; \$275 for the second year; \$300 for the third and each subsequent year.

NOTE.—The above Table gives the changes that were made in the location of Teachers, Jan. 1, 1861, and therefore exhibits the present arrangement of the Schools.

FIFTEENTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF LAWRENCE,

EMBRACING

Reports of Superintendent and Sub-Committees.

1861.



LAWRENCE:

PRINTED AT SENTINEL OFFICE, APPLETON STREET.

1861.

Extract from the Records of the School Committee.

At a meeting of the School Committee, held December 17, 1861, it was Voted, that the Committee adopt the Reports now submitted by the Superintendent of Public Schools and the several Sub-Committees, and present them to their fellow-citizens as the Report of this Committee; and that seventeen hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT, }
LAWRENCE, DECEMBER 31, 1861. }

GENTLEMEN OF THE SCHOOL COMMITTEE:

According to your standing requirement, I beg leave, at the close of another Municipal year, respectfully to present the following Report:—

Having had no official connection with our schools in previous years, I am less able to compare particularly their standing the present with that of former years. Under a well appointed system, faithfully and judiciously administered, the schools came under my supervision sustaining a high comparative rank; and I would fain congratulate the Committee, and my fellow citizens, upon the evidence that the legitimate results of the system are being developed in a steady and substantial progress. In the sequel I shall speak briefly of the changes and condition of the various schools; but I congratulate myself on the aid afforded me in this direction by the incorporation of the Reports of the several Sub-Committees of Visitation in the general Report.

The School Committee, as organized at its first meeting, on the 8th of January, was constituted as follows:

JAMES K. BARKER, Mayor, ex-officio, Chairman.

Ward 1	{ Geo. Packard, John R. Rollins,	Ward 3	{ G. W. Garland, C. E. Fisher.
Ward 2	{ Wm. L. Jenkins, A. D. Blanchard,	Ward 4	{ J. H. McCarty, Vacancy.*

* By the death of Rev. E. M. Tappan.

Ward 5 { Oliver Bryant,
Daniel Hardy.

Ward 6 { Daniel Saunders,
W. Fisk Gile.

JOS. L. PARTRIDGE was chosen Secretary and Superintendent of Schools.

Two changes have occurred in the Board since its organization. The vacancy occasioned by the death of Rev. E. M. Tappan was filled Feb. 8th, by the election of J. D. Herrick, Esq.; and that occasioned by the resignation of Rev. J. H. McCarty, April 30th, was filled June 21st, by the election of D. S. Swan, Esq.

At the suggestion of my predecessor in office, in constituting the several Sub-Committees of Visitation this year, all the schools of the same grade were placed under the supervision of the same Committee; thereby enabling each Committee to understand the *comparative* condition of all the schools of the grade under its charge; from which Committee, at the end of the year, a detailed report might be expected.

The following were the several Sub-Committees thus constituted :—

Mayor, Geo. Packard, C. E. Fisher, Geo. W. Garland, Daniel Hardy, Wm. L. Jenkins.	}	Com. on the Oliver High School.
Mayor, John R. Rollins, J. H. McCarty,* D. S. Swan,† Oliver Bryant, W. Fisk Gile, Daniel Hardy, A. D. Blanchard, J. D. Herrick.	}	Com. on the Oliver Grammar School.
Mayor, Geo. W. Garland, Geo. Packard, Daniel Saunders, W. Fisk Gile.	}	Com. on the South Grammar School.

*Resigned. †Elected to fill vacancy.

Wm. L. Jenkins,	}	Committee on Middle Schools.
C. E. Fisher,		
Geo. W. Garland,		
W. Fisk Gile,		
Daniel Hardy,		
J. D. Herrick.		

J. H. McCarty,*	}	Committee on Primary Schools.
John R. Rollins,		
Geo. Packard,		
Daniel Saunders,		
Oliver Bryant,		
A. D. Blanchard,		
D. S. Swan.†		

ADVISORY COMMITTEE.—Daniel Hardy, Oliver Bryant, W. Fisk Gile.

The Superintendent is regarded as a member of each Subcommittee of Visitation.

The Board of School Committee have held twenty-two meetings during the year, one only having failed of a quorum, for the transaction of business.

RANK IN THE STATE.

It is matter of interest, annually to compare the rank of our city, in some particulars, with that of other cities and towns in the State in regard to our Schools. The facilities for this are furnished by numerous tables incorporated in the Annual Report of the State Board of Education.

The average amount of money appropriated in the State for each child between the ages of five and fifteen years in 1859-60 was \$6.42; the average in Essex County was \$5.81; the average in the City of Lawrence was \$7.03. Our rank in this respect in the State (the whole number of cities and towns being 333) is 38; our rank in the County is 4 (the whole number of towns being 34).

According to the percentage of taxable property appropriated to Public Schools, our rank in the State is 69—the appropriation of our city being 3 1-6 mills to the dollar; our rank in the County is 10.

*Resigned. †Elected to fill vacancy.

According to the average attendance upon public schools, our rank was placed last year at 278, and this year at 291 in the State, and 26 in the county; which apparently brings us far too near the bottom of the grade.

My predecessor in his last Report apologizes for this extremely low rank, in part, from the peculiar character of a large portion of our population. In this he is doubtless correct. But there is another element of a still more important bearing upon the calculation. It is to be taken into account that, of the whole number of children returned by the census, some *nine* hundred attend the schools of the Romanists. Were these included in our *public schools*, and added to our average of attendance, the comparative rank of our city would be essentially changed, and our percentage would be brought up much higher than the average of the State, which is 75 per cent. The State tables show the percentage in our *public schools* of the whole number of children returned by the census, taking no account of private schools

Our whole number of public schools is 28, and Teachers 50.

The largest number of pupils *registered in any term* (1861) is 2313; which is an excess above the largest number in 1860 of 394. The excess of *average attendance* for the whole year (1861) above that of the year 1860 is 269.

The amount of bills for all purposes passed by the Committee, during the year, will be found at the close of the Report.

The Statistical Table on the following page exhibits the numbers in attendance upon each school and the percentage of attendance for the four terms of the year. It will be seen by the table that the Pine Street and Tower Hill Mixed Schools were graded at the commencement of the Summer term; and that the River Side School commenced during the Fall term.

SCHOOLS.

Winter Term.

	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.
Oliver High School, - - -	47	46	44	96	30	
Oliver Grammar School, - - -	604	526	491	93	42	
South Grammar School, - - -	63	58	52	90	4	
South Middle School, - - -	56	46	42	90		
Cross Street Middle School, - - -	35	29	24	85		
Franklin Street Middle School, - - -	45	37	32	86		
Amesbury Street Middle School, - - -	58	45	40	77		
Pine Street Middle School, - - -	49	41	33.4	81		
Oak Street Middle School, - - -	43	40	36	90		
Newbury Street Middle School, - - -	41	35	32.7	91		
Elm Street Middle School, - - -	39	34	27	79		
Prospect Street Middle School, - - -	81	60	53	88		
Tower Hill Mixed School, - - -	55	44	36	81		
Pine Street Mixed School, - - -	45	41	27	64		
Prospect Street Primary School, - - -	53	45	38	85		
Elm Street Primary School, - - -	73	65	58	90		
Newbury Street Primary School, - - -	40	38	34	90		
Oak Street Primary, No. 1, - - -	39	34.2	29.6	86		
Oak Street Primary, No. 2, - - -	50	45.7	38	60		
Oak Street Primary, No. 3, - - -	98	71	62	87		
Amesbury Street Primary School, - - -	74	54	43	80		
Franklin Street Primary School, - - -	70	59	44	77		
Pine Street Primary School, - - -	110	94	78	82		
Cross Street Primary School, - - -	50	43	28	65		
Union Street Primary School, - - -	52	51	30	59		
Tower Hill Primary School, - - -						
South Side Primary, No. 1, - - -						
South Side Primary, No. 2, - - -						
River Side, - - -						
Total, - - -	1970	1682	1453	86	76	67

Spring Term.

	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.
	44	43	41	95	29	
	558	485	455	94	40	
	60	49	44	90	3	
	37	32.3	30	92		
	52	46	25	76		
	70	57	48	84		
	56	47	41	87		
	44	43	36	85		
	46	39.4	38	96		
	44	37	33	89		
	90	74	56	75		
	85	76	60.7	80		
	59	50	39	78		
	46	42	38	90		
	105	87	75	87		
	43	41	37	90		
	41	36	34.1	74		
	60	39	28	73		
	113	87	80	91		
	110	97	67	70		
	87	71	65	91		
	144	106	89	83		
	61	55	41	74		
	65	59	40	62		
Total, - - -	2180	1849	1595	86	72	91

Summer Term.

	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.
	76	75	73	97	41	
	619	519	489	94	45	
	69	48	45	94	7	
	54	52	36	69		
	40	36	34	91		
	57	48	40	83		
	75	61	52	85		
	43	36	29	81		
	50	44	38.3	86		
	46	41	37	89		
	33	29	28	95		
	46	40	35	87		
	50	45	34	75		
	65	60	47	78		
	100	84	73	87		
	95	86	77	90		
	40	40	36.5	91		
	38	33	31.8	96		
	60	56	43	77		
	98	81	72	89		
	116	80	71	89		
	63	56	44	79		
	80	69	63	91		
	114	82	72	88		
	46	46	35	76		
	75	72	54	75		
	65	62	49	75		
Total, - - -	2313	1982	1709	86	93	145

Fall Term.

	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.
	63	58	56	95	46	
	597	509	483	95	36	
	57	44	40	92	2	
	53	50	41	82		
	39	36	33	92		
	46	43	38	88		
	70	65	52	80		
	36	32	27	85		
	54	43	39	90		
	45	43	38	88		
	44	37	35	93		
	56	46	41	89		
	40	35	30	85		
	65	58	45	78		
	102	81	70	87		
	85	80	69	86		
	40	37	36	97		
	47	42	39	93		
	50	48	38	79		
	98	87	77	88		
	106	82	67	82		
	59	44	37	84		
	85	76	71	93		
	89	78	67	85		
	99	94	77	81		
	70	58	51	88		
	62	50	46	92		
	40	36	32	89		
Total, - - -	2297	1992	1774	89	83	136

LANRIG
Public Lib
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With few exceptions, noted below, our schools have continued under the instruction of the same teachers as in the previous year. Through a kind Providence, no vacancy has occurred by death, and but a single one by resignation; unless we add another at the end of the year—that of Miss Lucy B. Dane. Temporary illness has demanded substitutes in few instances, and the increase of numbers and modification of schools has required the employment of six additional teachers.

Miss Howe, of the South Primary, on account of illness, has had leave of absence during the last three terms of the year; the vacancy being supplied by Miss Martha Durrell.

The increase of numbers in the Pine Street Mixed School, under the charge of Miss M. L. Abbott, requiring an assistant, Miss L. J. Swan was employed, and commenced her services February 27th. This School was changed from Mixed to Graded at the commencement of the Summer term; Miss Abbott retaining the Middle and Miss Swan the Primary Department.

Miss Parsons, of the Amesbury Middle School, having leave of absence for the Summer term, Miss Emma A. Stephens was employed as her substitute. This School becoming so large as to need an assistant, Miss Lucy B. Dane was transferred, at the commencement of the Summer term, from Franklin Street to that position. Miss Chandler was transferred from the Franklin Street Middle to the place of Miss Dane, and Miss Rebecca Gray was employed to fill the vacancy thus produced.

The illness and absence of Miss Wells, of the Amesbury Street Primary, rendering a substitute necessary for the Fall term, Miss Stevens was designated for that purpose.

The "Union School" room being quite too straitened to accommodate the largely increasing numbers, the only relief feasible was in a transfer of pupils and the employment of an assistant in the Elm Street Primary. Miss Sarah H. Harding was appointed to this place on the 31st of May.

Great inconvenience has long been felt in the Tower Hill

district, from the very limited accommodations of one small room. In the early part of the year, upon the representations of the School Committee, the City Council contracted for the erection of a new school edifice at the corner of Lowell and Margin Streets, 30 feet by 34, with upper and lower rooms, for a Graded School. In the mean time it became necessary, temporarily, to open a Primary School in the Engine House of that district, retaining a Middle School in the old house. The new building, with all the modern conveniencies, erected by A. A. Currier, Esq., was completed and occupied by the two schools at the commencement of the Fall term. The Primary Department opened at once with between 80 and 90 pupils, of course requiring an assistant; for which position Miss Lucy B. Greenough was employed, to commence December 18th.

The rapid increase of tenements and families on Water Street and vicinity, at the Southern extremity of the Tower Hill District, seemed to the Committee to demand additional school accommodations in that quarter; especially for primary scholars, so great is the distance to the Lowell Street School. It was therefore determined to make use of the small house vacated on Tower Hill; which was removed accordingly and suitably repaired. Miss Greenough, with a portion of the primary scholars, was transferred to the River Side house, Oct. 28th—the School opening with 34 pupils. But instead of reducing the Tower Hill School by this transfer to a number convenient for one teacher, as was anticipated in the last Annual Report, there still remained over 80 children in the Primary department, and Miss Hattie Doane was employed as temporary assistant to Miss Cook.

It became clearly obvious early in the year, from the large numbers, the irregularity of attendance, and the consequent difficulty of classification, in the South Grammar School, that the duties were too onerous for a single teacher, and that the pupils of this school were enjoying advantages very much inferior to those of the Oliver Grammar School. For these reasons, and at the request of Mr. Orne, the Master of the

School, the Committee voted in June to provide an assistant, by the transfer of Miss Nelson from the Middle School in the same building. Miss Nelson's place was filled by transfer of Miss Richardson from the Primary, No. 1 ; and the vacancy thus made, by the appointment of Miss Cynthia Hawley.

In the Oliver Grammar School department, it is worthy of note that there has been no change of teachers—thirteen in number ; and in but a single instance has there been detention from school by illness, so as to require a substitute. The school has moved on with steady progress.

The Oliver High School, during the year, has suffered the inconvenience of change of Master. Mr. Wm. J. Rolfe, under whose successful instruction, for the last four and half years, the school has attained its present high rank among the High Schools of the Commonwealth, tendered his resignation August 27th, having accepted an invitation to the Mastership of the High School in Salem. It is but just to Mr. Rolfe to introduce here the resolutions adopted by the Committee on accepting his resignation : —

Resolved, “ That the School Committee of Lawrence hereby express their just appreciation of the diligence and fidelity of Mr. Wm. J. Rolfe, during his connexion with the Oliver High School, as its principal ; of his mode of instruction, well adapted to awaken a spirit of inquiry and research ; and of the high standard to which his labors have contributed so largely to raise the school ; and that we hereby commend him to others as a thorough and critical scholar and an excellent instructor.”

Resolved, “ That in accepting the resignation of Mr. Rolfe, we tender to him our wishes for his success and usefulness in the new position to which he has been called in a neighboring city.”

A sub-committee was immediately appointed to acquaint themselves and the Committee with the comparative qualifications of applicants for the vacancy, and of others whose names might be presented. This they did by correspondence

and by personal visitation of neighboring schools. From a large number of candidates—some twenty-five—thus brought to the knowledge of the committee, many of them possessing, evidently, qualifications of rare excellence, the committee made choice of Mr. Henry L. Boltwood—for four and a half years the successful principal of “Pinkerton Academy,” Derry, N. H. Several members of this Board had opportunity to observe, with much gratification, Mr. Boltwood’s mode of instruction and discipline in his former school. From this, and from his public reputation for success, the Committee anticipate no retrocession in the standing and advantages of our High School.

Mr. Boltwood’s engagements were such as to prevent his entering upon the duties of the school until December 1st. Although the disadvantages of repeated changes of teachers are always to be deprecated, the Committee must deem it most fortunate for the school that they were able to secure the services, in the interim, of Mr. Thomas G. Valpey, a highly competent instructor in another institution then in vacation. So that the interests of the school have been sustained through these changes, beyond what might be ordinarily expected.

Here, perhaps, better than in any other connexion, I may call attention to a fact, in this department of our schools, which has called forth from many observations of surprise and regret—and which may or may not result from causes capable of remedy. I refer to the fact that so few of the whole number entering the High School grade complete the course of instruction and leave with the honor of Diploma. The last graduating class entered *thirty-six* in number, and *eleven* only were presented for examination, from both the Classical and English Departments. If the diploma be of any importance, or worthy of acceptance by the pupil, it must obviously be conditioned, as it has been by the Committee, on the *honorable completion of the prescribed course of study*. The small percentage of the whole thus completing the course has become matter of notoriety. I intro-

duce this subject for the consideration of the Committee rather than to suggest the cause or the remedy. This examination was attended by several members of the Committee with the Superintendent. Upon an examination with written questions, not unduly severe, the percentage of the successful candidates ranged from eighty-one to ninety-nine. Ten received the Diploma, of whom three have become members of college, and three others still entertain that design. One is among our noble volunteers on the Potomac, contending for our constitutional liberties against an unholy rebellion.

The census of children between five and fifteen years of age, May 1, 1861, as returned by the Assessors, according to State Statutes, was as follows :—

WARD 1,.....	517
“ 2,.....	722
“ 3,.....	717
“ 4,.....	670
“ 5,.....	312
“ 6,.....	272

Total,.... 3210

Showing an increase of 39 only over the census of 1860, and 508 over the census of 1859.

It may suggest itself to some minds, that this increase in the number of children in the city bears too small a proportion to the increase of teachers, as before stated, to justify that additional expense. But it must be understood that the number of children in the city does not even proximately indicate the numbers in our public schools. The fluctuation in our numbers depends on various causes ; one of which, perhaps not the least, is the private schools of the Romanists. The false plea of attendance upon these is often made the excuse for absence from the public schools. The character of a large portion of our population, too, is such that the importance of early school education is not adequate-

ly felt. And large numbers of children, for very slight causes, often none but their own inclinations, are allowed by parents to absent themselves and roam the streets; becoming thereby a nuisance to the public.

It will be observed by previous statements, and by the statistics of attendance on page 7, that our increase of pupils and of teachers has taken place principally since the census of May 1.

In this connexion I am led to lay before you measures instituted in behalf of

TRUANT AND VAGRANT CHILDREN.

This evil has not escaped the efficient attention of the Committee in previous years. And measures put in execution by the Committee, in conjunction with the truant officers last year, (see last annual report), was instrumental of much good. But in extending the application of this plan so as to embrace all vagrant children, as well as the truancy of children enrolled in the school register, some obstacles were to be overcome. No existing Truant Officer could give any considerable portion of his time regularly to this specific work in *school hours*, almost the only time when such service could be made effectual. Finding some of the schools much interrupted in their progress by the repeated truancy of pupils, and observing large numbers of children in various parts of the city, roaming the streets in school hours, not only neglecting all personal benefit from the generous school appropriations of our city, but becoming a nuisance to the community, an experiment was adopted by the Superintendent and Truant Officers which will be best explained, perhaps, by inserting the following memorial to the City Council:

“To the City Council of the City of Lawrence.

GENTLEMEN:—The undersigned beg leave to call your attention to an evil of great magnitude in the city, and which very seriously impedes the efficiency of our public schools. We allude to the *truancy* of scholars, and the large numbers of vagrant children neglecting school privileges altogether.

This evil having so alarmingly increased, involving not only detriment to the children themselves, but many obvious public evils, has directed our inquiry for a more efficient remedy than has heretofore existed.

Availing ourselves, for some three weeks past, of the gratuitous services of a Janitor of one of our public school buildings, Mr. S. Chamberlin, we have adopted the following plan, with the following results. Mr. Chamberlin, during the hours of school, in the vicinity of those schools where the evils have been most apparent, has sought out the truant and vagrant children, taken them to their families, investigated the causes of their delinquency, and, in almost every instance has secured their attendance upon school. A report of his three weeks service presents no less than forty cases, many of them of great obstinacy. These children are now in school, and, by occasional looking after, are acquiring the habit of regular attendance; thus ridding their neighborhoods of a perpetual nuisance of idle and mischievous children, and placing the children themselves under those influences so necessary for their own welfare and that of the public. We believe the number of children of this class in our city to be very large.

In view of these facts, we feel justified in asking of your honorable body that, for the remainder of this year at least, in order that the experiment may be fully tested, Mr. Chamberlin may be added to the Board of Truant Officers, and detailed for this special duty; and, at the same time, if need be, be clothed with police authority; a monthly report of his services to be rendered to the Superintendent of Schools. A small compensation only for his services would be required—probably the rate of a hundred dollars a year would be satisfactory; twice which sum, we doubt not, would be saved to the public.”

[Signed by the Superintendent and Truant Officers.]

This request was readily granted by the city authorities, and the experiment has been continued to the present time,

with more beneficial results than were anticipated. Not less than 115 pupils are now, with a good degree of punctuality, receiving the benefits of our schools, whose attendance has been secured by these means.

In view of such results, we can have no doubt that the incoming City Government, for the personal benefit of this class of our children, for the public good, present and prospective, and as an economical police appliance, will gladly co-operate with the School Department in the continuance of this measure, no longer an experiment. In the hands of a judicious officer who will patiently persevere in cases of obstinacy, and frankly and kindly confer with parents or guardians in all cases, the extremity of arrest and judicial punishment will seldom be found necessary. It is worthy of consideration, however, whether highly beneficial results might not be realized from some educational arrangement in connection with our City Almshouse, for the reception of some classes of these juvenile delinquents.

It is in point to quote upon this topic from the Revised Statutes of our Commonwealth.

Chap. 41 : Sec. 1. "Every person having under his control a child between the ages of 8 and 14 years, shall annually, during the continuance of such control, send such child to some public school in the city or town in which he resides, at least 12 weeks, if the public schools of such city or town so long continue. Six weeks of which time shall be consecutive ; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars." (Remainder of section makes exceptions of attendance upon private schools, &c.)

Sec. II. "The Truant Officers and the School Committee of the several cities and towns shall inquire into all cases of the neglect of the duty prescribed in the preceding section, and ascertain from the persons neglecting the reasons, if any, therefor ; and shall forthwith give notice of all violations to the Treasurer of the city or town ; and, if such Treasurer wilfully neglects or refuses to prosecute any person liable to

the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars."

The following comments upon this law are extracted from the Annual Report of the Secretary of the State Board of Education, for the year 1860.

"The present law contemplates that each child receive as much training as may be given between the ages of 8 and 14 years, by his attendance upon a public school twelve weeks each year, six weeks of the twelve to be consecutive.

"At most, this period is brief for the accomplishment of so important a work as the training of a human being for the responsibilities of life; and hence the imperative nature of the duties resting upon truant officers and committees in regard to the enforcement of the law. * * * * *

"It is not sufficient for committees and truant officers to wait for information to be given to them of neglect of duty by parents and guardians, but they should *discover and inquire* into all such cases, and pursue the delinquents according to the requirements of law. In no other way can we save portions of society from the 'barbarism' which our ancestors would not suffer. It generally happens that those families which are most indifferent to the education of their children in the schools, have the fewest means of educating them under the domestic roof."

These comments, issuing from the State Board of Education, lay claim to our consideration, and it will be seen that our truancy measures already inaugurated proceed in the line of this law, and are largely securing the results contemplated by it.

SCHOOL EDIFICES.

The generosity of our city in the direction of educating its children has hitherto made prompt and ample provisions for school accommodations as demanded. The erection, during the year, of a new house on Lowell Street, and the removal and refitting of another near Water Street, which the Committee have denominated the River Side School House, have

supplied all existing, and all immediately prospective demands in the Western part of the city. All other localities have been before equally well provided, with one exception. The city has for some years leased the building known as the Union School House, on Newbury Street, and has occupied its single room with a public school requiring two teachers. This building, inconvenient for so large a school, is to be removed by its proprietor; and notice to vacate it in the Spring has already been extended through the School Committee to the City Council. The erection of a new house in that vicinity, as it now appears, will complete the accommodations required by the entire city.

PARENTAL CO-OPERATION is a topic so often urged that few remarks are here necessary. There are parents who appreciate its importance, and the influence of this appreciation is happily felt in the school room, and in the general progress of the children of such parents. There are others whose apparent confidence in the teacher resembles that of the good man who habitually slept under the preaching of his own pastor, and neither discovered the good nor the evil. Upon the children of such, evils of a life-long influence often fall unawares, and too late for remedy. But there is still another class of parents who, with great misjudgment, express sympathy for their children in their complaints of a faithful teacher, by an open disapprobation of the teacher's course; thus alienating the mind of the child, multiplying and aggravating the occasions, it may be, for severity of discipline. Advance in knowledge or in goodness, under such circumstances, is most essentially impeded. In ninety-nine cases in a hundred, all evils arising from these sources would be effectually obviated, by a mutual acquaintance between parent and teacher, *in the school room*, formed by occasional visitation. Order would thus be seen to be the first, second and third prerequisite for progress; to be preserved in extreme cases, it may be, by extreme or physical punishment. This species of punishment, however, would be seldom needed if *conceded as a last resort*, with a cordial co-operation of the parent.

OVER-TASKING PUPILS.

The Superintendent has been several times approached during the year with representations of the deleterious effects of over-tasking pupils by the severe course of study in our High and Grammar Schools; that the physical constitutions of many children, especially females, were thus early and irremediably prostrated by disproportionate mental effort. These complaints come from sources worthy of respect and consideration; and the *fact* of early physical infirmity and deformity is unquestionably one of extensive notoriety among American females. That excessive mental effort, too, at any period, *may* overcome and derange the physical organism, not the physiologist only, but the common observer must admit. The mutual dependence upon each other for healthful vigor, and their delicate reciprocal influence constitute a *fact* by no means to be ignored in our educational appliances. The result to be desired in youth is the harmonious development of the mental and physical so as to give the greater efficiency to both. The tendencies of youth to *physical* rather than mental recreation, and in large portions of society, the necessary demands upon children for active duties out of school, have led almost exclusively in educational institutions to the consideration of *mental* development only. The error in this direction, or at least a supposed one, has more recently secured the attention of educators; and in many schools, public and private, physical training, with some simple apparatus therefor, has been introduced. For the long Winter periods of our climate, and for females, this may be a desirable substitute for open, out-of-door, vigorous exercise. But when the latter species of exercise can be adopted, by the use of those youthful sports which children have inherited as an ancestral bequest, we think *no* substitute an improvement. The deleterious effects of too much study complained of, are not often the experience of those pupils addicted to a fair amount of exercise in the open air; and with this we believe the requirements of our courses of study not an over-task for healthful development. But this physical training is an obvious necessity, demanded by our Maker, through the nature he has given us; to which the artificial appliances

alluded to may, at certain seasons and under peculiar circumstances, greatly contribute, and should not be overlooked.

THE EXAMINATION FOR PROMOTION TO HIGH SCHOOL, by both written and oral questions, resulted in the advance of thirty pupils.

The present mode of examination for promotion from grade to grade in our schools is not void of some difficulties, which probably cannot be entirely remedied. Pupils of a timid disposition, arraigned for formal examination, when *known* by their teachers to be the best in the class, will often fail to sustain themselves, as well as others of inferior qualifications; and sometimes, it may be, fall below the percentage fixed for promotion. As suggesting an auxiliary upon this point, which may commend itself to the Committee, I transfer the following paragraph from the Regulations of the Cincinnati School Board:

“The Principals of Intermediate Schools” (answering to the Grammar Schools of our gradation) “shall be required to keep a record of daily recitations of classes designed for transfer to the High Schools, and to make from this record an average of each pupil’s standing in each branch of study; and to certify the same, together with the standing of the pupil as to deportment, in the application for admission to the High Schools at the close of the year.”

The practice thus suggested will be adopted by our Grammar School teachers, under the direction of Mr. Walton, the year now commencing; and it will remain for the Committee, at the next examination for promotion, to make such use of the results as they shall think best.

EXAMINATION OF TEACHERS.

Our corps of surplus teachers having become exhausted, it became necessary last Spring to hold an examination for the approval of others, and notice having been published three successive weeks in our city papers, such examination was held by the full Board in the Common Council Room on the 17th of April. Twenty-nine candidates presented themselves, and were examined by the use of written questions, to be answered in writing without communication with each other or leaving the room. Questions were afterwards pro-

posed orally by several members of the Committee, the examination continuing about five hours. After a comparison of notes, by the Committee, the following persons received certificates of approval, viz.:

S. A. Osgood, Cynthia Hawley, Emma A. Stephens, Lucy P. Greenough, Sarah H. Harding, Charlotte Moore, Abby S. Dodge, Sarah H. Potter, Rebecca Gray, M. A. Johns, and Helen M. Bean.

Misses Stephens, Gray, Hawley, Harding, and Greenough have been appointed to positions probably permanent in the schools, and Miss Bean is now employed temporarily, as substitute. The remaining five are yet unemployed in our schools, though some are teaching in other places,

MUSIC.

This branch of education, justly esteemed an accomplishment, but comparatively of modern date as a common school study, has been wisely placed in our list of required High School studies. The science and the art have been faithfully taught in this school the past year by an accomplished professor, Mr Samuel M. Downes. The whole school have devoted to it an hour and a half each day, two days in a week. Proficiency on the part of the pupils has been varied, and much in proportion to the interest felt by the pupils. Some three or four have been excused from this exercise, from an alleged (perhaps imaginary) incapacity to sing. Many others have not manifested the interest necessary for much progress. But no member of the Committee, probably, who has been present at the exercises, will doubt the efficiency and fidelity of the instruction, or the desirableness of its continuance under possible modifications. It is not only valuable as a science, it is desirable as an accomplishment and, as an exhaustless source of recreation, this innocent and refining.

The instruction and exercises in this branch, in the Oliver Grammar School, have been under the direction of Mr. Eaton, Sub-master in the school; and have been of a character to secure much interest and substantial profit to the pupils.

In the Middle and Primary Schools, singing is interspersed

during the exercises of the day; and is found an efficient aid in securing attention and order, and also in relieving the wearisomeness of children too young for much study.

Experience more and more evinces, in every grade of School, the desirableness, to some extent, of musical acquisitions on the part of all our teachers.

EVENING SCHOOLS.

In communities like ours, a large portion of which is composed of youthful operatives, early withdrawn from the privileges of day school, the *evening school* has of late extensively attracted the attention of public-spirited citizens. Although not under the supervision of the Committee, it seems not inappropriate to allude to this enterprise conducted by our City Missionary, with the aid of a corps of faithful and self-denying volunteer teachers. The enterprise was commenced two years since, and has been continued through two terms of about four months each; designed specially for the gratuitous instruction of youths and adults unable to avail themselves of the public day school. The last Winter's session of four months closed on the first of March. It was held two evenings in a week, with an average attendance of over 200 pupils above the age of 14 years, under the instruction of eleven male and fifteen female teachers. The only compensation of these teachers has been the consciousness of aiding largely to promote individual happiness not only, but the well being of the body-politic. No one acquainted with the workings and results of these schools can doubt their practicability and usefulness. Many persons have thus been stimulated and aided in acquiring the elements of reading and writing, and of other fundamental branches of education; and at the same time have been secured from the manifold temptations spread broadcast around them, during the long evenings of the Winter months. It is certain that the City Government in appropriating a small sum, which they have generously done, for the purposes of rent and incidentals, will secure ample returns in augmenting the public welfare. This school has again opened for its third session under the same control, and the same favorable auspices; unless it be

that the straitness of the accommodations, after provision for 250 pupils, has compelled the rejection of 25 applicants.

In concluding this Report, embracing those topics which have seemed to me more especially to claim the consideration of the Committee and of our citizens, I am happy to say, that the results of our school year now closing, have been, in the general, highly satisfactory. Our *system* theoretically approximates completeness. Perfection in *development* is the end to which we now look; in great measure through a corps of competent and devoted teachers. In such a corps—fifty in number—it would be impossible to find all equally qualified in acquisitions, temperament and tact; but we have evidence of a fidelity and efficiency, on the part of our teachers, worthy of commendation. The instances are few in which the manner and temperament of the teacher have not secured the confidence and love of the pupils.

Parents, guardians, and the youth of our city, may well be congratulated upon our public school system, so happily appointed, and so generously sustained by our city authorities.

Respectfully submitted by

JOS. L. PARTRIDGE,

Superintendent of Public Schools.

Bills passed by the School Committee in 1861:

For Tuition,	-	-	-	-	\$17,820 37
Janitors,	-	-	-	-	816 62
Fuel,	-	-	-	-	1300 57
Repairs and Incidental,	-	-	-	-	2422 81
					<hr/>
Total,	-	-	-	-	\$22,360 37

The following Table gives the names, present location, and salaries of the several Teachers, and date of entrance into the service of the city.

Oliver High School, - - -	-	H. L. Boltwood, - - -	Dec. 1861,	\$1,200 00
" " - - -	-	Jane S. Gerrish, - - -	Jan. 1852,	550 00
" " - - -	-	Harriet C. Hovey, - - -	June 1856,	375 00
Oliver Grammar School, - - -	-	George A. Walton, - - -	April 1848,	1,400 00
" " - - -	-	James H. Eaton, - - -	April 1856,	1,000 00
" " - - -	-	Mary Yourg, - - -	Feb. 1854,	300 00
" " - - -	-	E. G. Macy, - - -	Nov. 1852,	300 00
" " - - -	-	M. B. F. Brown, - - -	Dec. 1848,	300 00
" " - - -	-	Abby Hale, - - -	May 1851,	300 00
" " - - -	-	S. O. Brickett, - - -	April 1848,	300 00
" " - - -	-	A. C. Eastman, - - -	April 1856,	300 00
" " - - -	-	Rachel A. Gerrish, - - -	Jan. 1852,	300 00
" " - - -	-	M. M. Persons, - - -	April 1854,	300 00
" " - - -	-	A. L. Abbott, - - -	Sept., 1858,	300 00
" " - - -	-	S. W. Cole, - - -	Dec., 1857,	300 00
" " - - -	-	S. W. Baker, - - -	Oct., 1856,	300 00
South Grammar School, - - -	-	John Orne, Jr., - - -	Dec., 1858,	750 00
" " - - -	-	S. A. Nelson, - - -	Jan., 1859,	300 00
Prospect Street Middle School, -	-	K. L. Marshall, - - -	April, 1856,	300 00
Elm Street " - - -	-	A. W. Morrison, - - -	Sept., 1855,	300 00
Newbury Street " - - -	-	Emma A. Stephens, - - -	May, 1861,	250 00
Oak Street " - - -	-	Rebecca Doane, - - -	Dec., 1859,	300 00
Amesbury Street " - - -	-	A. A. Parsons, - - -	Sept., 1853,	300 00
" " " - - -	-	Mary Dane, - - -	May, 1861,	300 00
Franklin Street " - - -	-	Rebecca Gray, - - -	June, 1861,	250 00
Cross Street " - - -	-	L. S. Faulkner, - - -	Dec. 1855,	300 00
South Side " - - -	-	S. A. Richardson, - - -	Sept., 1857,	300 00
Tower Hill " - - -	-	E. W. Richardson, - - -	April, 1850,	300 00
Pine Street " - - -	-	M. L. Abbott, - - -	Mar., 1858,	300 00
Prospect Street Primary School, -	-	F. Swan, - - -	Sept., 1859,	300 00
Elm Street " - - -	-	M. A. Chapman, - - -	Dec., 1854,	300 00
" " " - - -	-	S. H. Harding, - - -	June, 1861,	250 00
Newbury Street " - - -	-	H. L. Cole, - - -	April, 1855,	300 00
" " " - - -	-	S. C. Morrison, - - -	Mar., 1857,	300 00
Union School House " - - -	-	Lizzie C. Bailey, - - -	Mar., 1858,	300 00
" " " - - -	-	H. E. Gault, - - -	June, 1856,	300 00
Oak Street " - - -	No. 1,	F. Reed, - - -	July, 1858,	300 00
" " " - - -	No. 2,	E. G. Wetherbee, - - -	Feb., 1857,	300 00
" " " - - -	No. 3,	N. M. Carter, - - -	Sept., 1859,	300 00
Amesbury Street " - - -	-	M. J. Wells, - - -	June, 1852,	300 00
" " " - - -	-	H. L. Ambrose, - - -	April, 1857,	300 00
Franklin Street " - - -	-	L. L. Gordon, - - -	Dec., 1854,	300 00
" " " - - -	-	A. R. Chandler, - - -	April, 1858,	300 00
Cross Street " - - -	-	R. R. Kempton, - - -	Mar., 1858,	300 00
" " " - - -	-	I. H. Pratt, - - -	Dec., 1855,	300 00
Pine Street " - - -	-	L. F. Swan, - - -	Mar., 1861,	250 00
Tower Hill " - - -	-	M. E. Cook, - - -	Jan., 1861,	250 00
River Side " - - -	-	Lucy P. Greenough, - - -	Sept., 1861,	250 00
South Side " - - -	No. 1,	Cynthia Hawley, - - -	June, 1851,	250 00
" " " - - -	No. 2,	Martha Durrell, - - -	Feb., 1861,	250 00

The salaries of Female Teachers, other than those in the High School, are at the rate of \$250 per annum, for the first year; \$275 for the second year; \$300 for the third and each subsequent year.

NOTE. — The above Table gives the changes that were made in the location of Teachers December 1, 1861.

PRIMARY SCHOOLS.

The Committee on these schools would respectfully report, that there are fifteen of this class, under nineteen teachers, and containing twelve hundred scholars.

The teachers of this department are, in the opinion of your Committee, generally faithful; some of them giving evidence of peculiar aptness for the instruction they are called upon to impart, and of commendable devotion to their work.

The Committee find that the modes of teaching vary in the different schools, and in some are decidedly better than in others. For example, a plan of teaching the pronunciation and spelling of words was adopted in some, that all could profitably practice; and in some, general exercises, as singing, &c., were quite a prominent feature; while in others, they were improperly neglected.

We would not say that the schools, as a whole, have lost in their character or efficiency during the past year, but we would suggest some points in which something may be done for their advancement.

First. We would suggest, that the time for admission to school should be made one year later—six instead of five, as better for the child and our schools; but as the law seems to allow the attendance of children at five years of age, let that age be fully acquired before the child be subjected to the restraints of the school-room.

Secondly. That it be established as a rule in all our Primaries, except No. 1 of the graded Primaries, in Oak St. House, that there shall be some physical exercise once every half hour, which shall last from three to five minutes. We recommend this as necessary to the comfort, if not health, of the child; as promotive of order and stillness in the room at other times, and therefore aiding, and not interfering with the various instructive exercises in which classes are engaged.

Thirdly. That there be more teaching by means of objects.

To what has been called "object teaching," upon which some valuable treatises have been or are being published, considerable attention has been of late directed. The prominent objects to be accomplished are, as stated by our former neighbor, now Superintendent of Schools in Chicago, "to cultivate habits of observation, improve the perceptive faculties, and secure habits of accuracy in the use of language, upon the principle laid down by Herbert Spencer, that the process of self-development should be encouraged to the fullest extent; children should be led to make their own investigations, and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible."

Let an animal, a dog for example, be selected as the object. The points upon which the teacher should encourage the children to talk are, the form, size, strength, food, uses, &c., interspersing the conversation with anecdotes that will please and inform the children. Much more should be done by this method of teaching than is now attempted, relieving the wearisomeness of the school-room, and quickening and informing the scholars.

From what we hear of Barnard's work on "object teaching," we think that a copy for the use of our Primary School teachers should be ordered by the general Committee.

With these remarks and suggestions, the Committee would commend this important class of schools to the more careful and constant oversight of their successors.

A. D. BLANCHARD, for the Committee.

MIDDLE SCHOOL.

There are ten Middle Schools. They receive the pupils from the Primary Schools, at the end of the Spring and Autumn terms, and prepare them for the Grammar Schools. Pupils are required in this grade to read through Sargent's

Second Reader, and study thirteen sections of the First Steps in Numbers, and Worcester's Spelling Book.

Last year Cornell's Grammar School Geography was introduced, but it was found to be too hard for beginners, and *Cornell's First Steps* has been substituted. The pupils in our Middle Schools are too young to learn much geography. They are only required to get a general knowledge of the geography of New England and the prominent natural features of our globe. Teachers should not be confined to the text-books, but give *oral* instruction with maps, diagrams, familiar illustrations, as much as possible. Such teaching to our young scholars is often the most effective. In the different studies, the proficiency has been good.

The general exercises, two or more times in the session, have the most happy effect of relieving the monotony and restraint of the school room. Such young children require a frequent change of position and occupation.

To read and sing together, to repeat maxims and proverbs and stanzas of poetry, and to go through simple gymnastic exercises, refresh and strengthen their minds and bodies; and there should be daily general exercises in each school. A great deal of common sense, such as a knowledge of the human frame and of the simple laws of nature, may be taught incidentally, as a *recreation*, and interest the pupils in the teacher and the school.

It is the concurrent testimony of all the teachers that the attendance has been better since the appointment by the city of a Special Truant Officer. They are relieved from much anxiety and labor, and the character of their schools is elevated.

By comparing the results of the examinations for promotion to the Grammar Schools, ascertained by a uniform standard, we find that the qualifications of the first classes of our Middle Schools vary by a considerable per cent. The average rank of those presented for promotion ranges from 67 to 89 per cent. There are different examiners, it is true, and allowance should be made for the different classes of children

in the schools ; but in the main these results confirm the impression of the Committee in their visits to the several schools, and show that the labors of the teachers are attended with somewhat different degrees of success.

On the whole, the Committee can speak in commendation of our Middle Schools. We find the teachers doing their important and difficult work faithfully, the pupils generally happy and making progress in those comfortable school-rooms, while everything is done, we believe, for their improvement and happiness.

WM. L. JENKINS, for the Committee.

SOUTH GRAMMAR SCHOOL.

The Committee of Visitation for this school, from careful examination, and comparison of its present condition with that of former years, are able to state that, under the peculiar circumstances of the school, there is good evidence of a reasonable progress and prosperity.

The Committee have undiminished confidence in its teachers, Mr. Orne and Miss Nelson, and are free to say that, in our judgment, no teachers, whatever may be their qualifications as such, can secure as high a grade of scholarship in a school circumstanced as that school is, as is reached by the other schools of Lawrence. Just as long as irregular attendance (which is now regarded by many of the parents in Ward Six as a necessary evil) exists, just so long will some fifteen or twenty pupils of that school fall behind in progress. Irregularity is second only to inattention, and it is the opinion of your Committee that steps should be taken at once to obviate this bane of the South Grammar School.

We are informed that very many laborers in our Mills, who have no children to bring their dinners, take their dinners with them in the morning, and it has occurred to us that could *all* parents be advised of the injury they are doing the school and their children by requiring them to leave school

during school hours, they might be induced to forego the warm dinner.

If this evil cannot be avoided, the school should commence early enough in the morning to give each scholar the usual amount of time for study. Could regular attendance be secured, together with a vigorous co-operation on the part of parents to advance the interest of the school, by giving reasonable aid to the teachers in securing proper discipline, we feel confident that the South Grammar School would take a much higher rank than it now does among the schools of Lawrence.

Respectfully submitted,

G. W. GARLAND, for the Committee.

OLIVER GRAMMAR SCHOOL.

It may seem almost superfluous to offer any extended remarks in respect to this school. It has so long commended itself to our citizens, and the management of it is so well known, that it requires very little comment at the hands of your Committee. Suffice it to say, it still maintains its excellent standing; its corps of teachers being faithful to their charge and interested in their work. A few thoughts, however, suggested more particularly by an examination of the different departments of this particular school, may not be inappropriate. We have not only here, but in fact in our entire circle of schools, one of many instances of the wise prevision of those who had the early management of our municipal affairs. The same foresight which led to the construction of our Town Hall building, adapted in all its parts with reference to the future wants of a city, governed the people in the establishment of our present school system. This system has been in successful operation since 1849, and has so fully equalled the most sanguine expectations of the friends of education, that we do not see at this day how the *plan* itself, whatever may be said of occasional imperfections

and breaks in the machinery, can be improved, either on the score of economy or efficiency.

To satisfy ourselves of its efficiency, we have only to visit towns where the plan of graded schools does not, or from the nature of the case cannot, exist. We should find, doubtless, many excellent schools, many good teachers, but we should observe no two alike—neither actuated by the same stimulus nor animated with similar spirit. Under our system all the schools have more nearly the same standard to attain, and are moved by a like desire to advance from the Primary to the Middle, from the Middle to the Grammar, and from the Grammar to the High School. A generous and very proper rivalry exists among the pupils of one school to stand as high in rank on entering the higher grades as those who may have entered from other schools; while the same ambition prevails among the teachers, stimulating all to exertion—to which they are prompted not merely by self-interest but by a laudable desire to excel.

On the ground of economy, our system is a good one. We have in the Oliver Grammar School, the present term, 630 pupils. The standard of attainments established is such that when the scholars of the Middle Schools have reached that standard, they may be admitted to the Grammar Schools. Now, no one teacher can instruct successfully more than fifty or sixty scholars. Suppose, then, that the Oliver School House were not in existence—how should we dispose of these 630 scholars? This could be done in one of three modes:—Raise the standard of admission, establish *one* Grammar School on this side of the river, with say fifty-five scholars, and send out the remaining 575, who are not up to that standard, into independent schools of lower rank, thereby creating the necessity for more buildings and land, involving the City in heavy additional expense, not only by the first cost but by the interest on the expenditure; or, lower the standard of admission, and establish three or four Grammar Schools, as has been done in some towns in the

Commonwealth ; or, lower the standard still more, and adopt the present plan.

To either of the former modes of arrangement, objections will naturally occur to any who will reflect at all upon the subject, not the least of which would be:—

- 1st. The greater the number of independent teachers, the greater the inconvenience and detriment in the increased liability to changes, which are almost always prejudicial to the interests of a school.
- 2nd. The less would be the certainty of attaining to the same high standard of excellence on the part of scholars.
- 3rd. The less would there be of that *esprit du corps* which pervades the school as it is.

As now arranged, one building answers the purpose perfectly, for the large number of scholars already mentioned ; the whole establishment is under the direction and control of one responsible head ; the discipline of the whole is more systematic, the attainments of the scholars are more uniform ; and there is a greater desire to advance than could be excited under any other system ; just in the same manner as greater military proficiency, better discipline, and greater efficiency when called into immediate service, will be secured, when the men have always been drilled as regiments rather than as independent companies.

No better proof need be offered of the correctness of the plan of consolidation adopted in the Oliver School than is afforded in the much more regular attendance at this school than at any other in the city excepting the High School. The subject of irregular attendance and truancy, the bane of all schools, by which so much injury is done, not only to individuals, but to the schools of which they form a part, by which so much of the public money is wasted, and which, notwithstanding the liberal provision made by our people for education, places Lawrence at 291 in rank among the 334 towns in the State, has been spoken of more fully in the general Report of the Superintendent.

The mass of our citizens have always evinced a ready willingness to advance the interests of education in our midst, and no appropriations of money have been criticised less than those made for educational purposes. There are, however, some here, as in every community, who, under the specious cry of economy, probably actuated by personal or other unworthy or mistaken motives, are disposed to underrate the value of the schools, and the teachers in their employ. Economy is *one* thing; the watchword "economy" used so frequently for political effect, is quite another. One thing is certain—*true* economy consists not in employing instructors of youth of inferior grade either in natural talent, experience in the business, or in love of their profession. Shoddy for clothing, and Pindar's razors, are dear at any price, however *low*.

We have also a few—very few—who, having no children to send to school, feel less interest than others, and grumble at expenditures. They have, notwithstanding, a direct interest in the matter; and they certainly need not be reminded here of the necessity of general intelligence and education for the preservation of order, especially under a form of government where the *people* are the sovereigns. Had the mass of the people of the Southern States been as well educated as those of the North, they could never have been dragooned by unprincipled and ambitious men into rebellion against their legally constituted government.

There is another class, a small class, found in every community, who make it a rule to criticise and disparage every thing which does not emanate directly from themselves. These are our wise men—men whose opinions are always given upon all subjects; who professing no knowledge of the first principles of the manual of arms, are yet competent to direct the movements of armies, and to sit in judgment upon the veteran generals of the republic; men who possess all the dignity of cabinet men without their statesmanship; and who are constantly aspiring to regulate and govern others, before they have learned to govern or regulate themselves.

Any remarks of the Committee would of course be beneath their notice, so we pass them.

There is one other class who criticize our schools and teachers, without full knowledge whereof they speak.

Should these paragraphs meet the eye of any such, we have only to request, before their judgment be passed upon our system itself, or upon any particular school, that they would give the matter a thorough personal investigation, and we cannot doubt that, though they may find some imperfections, they will be satisfied, and more, with the qualifications of our corps of teachers and the results of their labors.

JOHN R. ROLLINS, for the Committee.

THE OLIVER HIGH SCHOOL,

During the past year, has fully sustained its former standing. The attendance is exhibited in the following table :

	Whole No.	Av. No.	Av. At.	Per cent.	Over 15 yrs.
Winter term,	47	46	44	96	30
Spring term,	44	43	41	95	29
Summer term,	76	75	73	97	41
Fall term,	63	58	55	95	45

This is an increase of attendance over that of previous years of ten per cent., which we are happy to record; while yet it does not equal the accommodations of our school-room, nor the number which ought to attend from our city. The average attendance during the year has ranged from 95 to 97 per cent., which is very gratifying when it is remembered that 90 per cent is a fair average attendance. It exhibits, on the part of the school, a commendable regularity and interest in the exercises of the school room.

But there is a falling off in the attendance, much to be regretted, from the beginning of the year, when a large addition is made to our number from the Grammar Schools, to the close; also from the number that enters to the number

that completes our full course. To your Committee it seems desirable that in these respects there should be an improvement. Provisions are made for all the youth of our City, and it is of great importance that as many as possible should avail themselves of all the benefits of a full course of study, especially as one year at the close of the course is more valuable than two or three in the earlier parts of it. But this evil lies at the door of parents and guardians, and, until they have a higher appreciation of the benefits of education, and of a full course of study, this evil will remain.

The teachers in this department, for the most of the year, have been the same as in former years; and what has been said in the Reports of former years—of the qualifications, fidelity, and success of all these teachers—we do most cordially endorse. Circumstances have occurred which induced the School Committee to give expression to their high appreciation of two of them, in the series of resolutions which express their views of Mr. Rolfe—which will be found in the proper place in this Report—and by the increase of salary to Miss Gerrish, unanimously voted to retain her in connection with this school. Miss Hovey also has the confidence of the Committee, as a teacher of superior qualifications, amply fitting her for the responsibilities of her position.

We believe that Mr. Downes has rare excellencies as a teacher of vocal music; and we are highly gratified with the improvement his class has made, and with the expression and style in which they sing. We earnestly wish that all the members of the class might duly prize their privileges in this respect, and improve them according to their excellence. We feel sure that in this useful and pleasing branch of education they have very rare opportunities.

At the close of the Summer Term, Mr. Rolfe, Master of the High School, resigned his charge for a similar one in Salem. This was greatly regretted by our citizens generally, and by the School Committee in particular—not only be-

cause a change of teachers is usually detrimental to a school, but also because they regarded him as a superior scholar, exact, discriminating, and successful in his instructions, and because he has brought the school to a high degree of excellence in their attainments.

But the School Committee, as we believe, may congratulate themselves and the public in having secured a successor in Henry L. Boltwood, A. M. ; under whose charge we confidently expect the school will maintain its high standing, and go on unto perfection.

The general order of the school has been good. Some irregularities have arrested the attention of the School Committee, which we hope have already been corrected, and we confidently trust that, in these respects, nothing desirable will be wanting.

Having visited the school frequently, and attended carefully to recitations conducted by each of the teachers, as well as to the examinations which have occurred during the year, we feel assured that the school affords superior advantages, in reference books, in apparatus, in the ability, industry, and success of its teachers, to all the pupils ; and that if they will improve them according to their ability, all the patrons of the school will have occasion to be satisfied.

The teachers have aimed to make good scholars, and they have had the pleasure of seeing a good proportion of those who have completed the full course take an honorable position in our colleges, and among the teachers and workers of our country. In this respect our High School has more than kept pace with our city. But still, as the city grows in years, in population, in wealth, and in other means of education, we may reasonably expect the successive classes that enjoy the privileges of this school will uniformly attain a higher degree of educational completeness. For this the School Committee and the patrons of the school ought to labor. The results are largely with them. The interest they *manifest*, both at home and in the school-room, has much to do in this matter. Could the pupils be made conscious that their pa-

rents are deeply interested to have them make the best improvements of their privileges, it would greatly stimulate their endeavors and quicken their application. Elevate the standard of acquisition in the Grammar Schools, and we shall elevate it in the High School. We have the teachers and the means necessary to do this work. We need a more faithful and studious improvement, on the part of the pupils, of the advantages furnished them.

As one means of securing this desirable result, we would suggest that a meeting be called by the School Committee, at an early day, of the parents of the children of the Grammar and High Schools, for mutual conference on this subject, and for making some simple arrangements for the systematic visiting of these schools, that they may become acquainted with the teachers in their school-rooms, and with their methods of doing their work, and thereby impart to the pupils a fresh impulse to improve their privileges. Such a course would encourage both teachers and pupils; it would contribute to the good order of our schools; it would elevate the educational standard in them; and, we doubt not, it would supply the needed motive to many who enter the High School, to complete their course and to graduate with honor to themselves and their friends, and so increase their power to serve their generation.

C. E. FISHER, for the Committee.



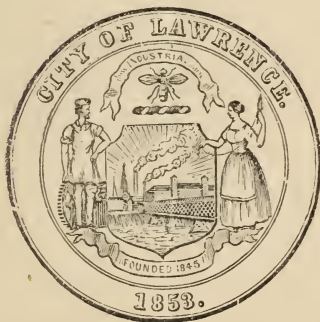
SIXTEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

OF THE
CITY OF LAWRENCE,

EMBRACING

Reports of Superintendent and Sub-Committees.

1862.



LAWRENCE:
PRINTED AT SENTINEL OFFICE, APPLETON ST.
1862.

Extract from the Records of the School Committee.

At a meeting of the School Committee, held December 19, 1862, it was Voted, that the Committee adopt the Reports now submitted by the Superintendent of Public Schools and the several Sub-Committees, and present them to their fellow-citizens as the Report of this Committee; and that seventeen hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT,
LAWRENCE, DECEMBER 31, 1862. }

GENTLEMEN OF THE SCHOOL COMMITTEE :

It becomes my duty, with the revolution of another year, to present to you those facts connected with the operation of our Public Schools which seem most important to be gathered up in form of an Annual Report. This duty please allow me now respectfully to perform.

The elevated standing of our schools generally, continuing under the instruction of the same corps of teachers, with few exceptions, as in previous years, has not warranted the expectation of sudden or great changes. And the description of their condition and history must be given in language substantially similar to that of previous reports.

Were I to introduce comments upon general educational principles or correlative topics, as the usual custom might warrant you to expect, I might then also as well refer you to my own previous report and to those of my predecessors, upon such topics as have been therein introduced. The truth is, that in an already elevated and enlightened community the changes in educational principles and appliances will be few and improvement gradual. My own report will consequently be short, and will be principally limited to a brief statement of the historical facts of the year. More than this will be unnecessary, as the several reports from the Sub-Committees of Visitation will pre-

sent all the desirable information in regard to the condition—the short comings or improvements of the several grades of our schools.

The School Committee, at its first meeting, January 7th, was constituted and organized as below, and but a single change, the resignation of A. D. Blanchard of Ward 2, has occurred during the year.

Hon. WM. H. P. WRIGHT, Mayor, ex-officio, Chairman.

Ward 1	{ Geo. Packard, John R. Rollins.	Ward 4	{ J. D. Herrick, Thos. H. Fernald.
Ward 2	{ Wm. L. Jenkins, A. D. Blanchard.	Ward 5	{ Daniel Hardy, Milton Bonney.
Ward 3	{ Geo. W. Garland, C. E. Fisher.	Ward 6	{ Wm. Fisk Gile, Wm. Cutler.

JOS. L. PARTRIDGE was chosen Secretary and Superintendent of Public Schools.

The Sub-Committees of Visitation, each with the supervision of all the schools of the grade committed to its charge, were constituted as follows, viz.:

Mayor, George Packard, Wm. L. Jenkins, Geo. W. Garland,	}	Com. on the Oliver High School.
Mayor, C. E. Fisher, Thos. H. Fernald, Milton Bonney,	}	Committee on Grammar Schools.
Mayor, John R. Rollins, J. D. Herrick, Daniel Hardy,	}	Committee on Middle Schools.
Mayor, W. Fisk Gile, A. D. Blanchard, Wm. Cutler,	}	Committee on Primary Schools.

ADVISORY COMMITTEE.—Wm. Fisk Gile, George Packard, and Daniel Hardy.

The Superintendent was added to each Sub-Committee of Visitation.

SCHOOL ACCOMMODATIONS.

The only necessity for school accommodations; existing at the commencement of the year, has been promptly supplied by the City Council. Under contract with Messrs. Clement & Creesy, a convenient, substantial and tasteful brick structure has been erected at the corner of Newbury and Methuen Streets, which has been designated the "Methuen Street School House." The house is 33 x 45 feet, two stories high, with upper and lower rooms. The school previously occupying, with great inconvenience, the single room of the "Union School House," was transferred on the first day of September to the two rooms of the new house, and now constitutes a graded Primary School of nearly one hundred pupils, in charge of Misses Bailey and Gault.

From some unaccountable defects in the original work, it has been found necessary during the year to re-plaster both rooms in the Cross Street House, and the Grammar School room on the South side of the river. The lives of the children had previously been endangered from the frequent falling of plastering. There has also been finished, at an expense of about eighty-five dollars, in the attic of the Oliver School house, a very convenient recitation room for the first division of the Grammar School.

These provisions secured, I am happy to report, that no expenditure in this direction, beyond that of ordinary repairs, appears now to be called for. Our twelve school buildings, large and small, are adapted to the wants of the city, and are highly creditable to the generosity of our present and former City Governments. The fathers of our city have well understood that these temples of education, accompanying the temples of religion, must be, instrumentally, relied upon as the bulwarks of our *free institutions*; and that no expense is too great, required to perfect and perpetuate them. How sadly has the experience of our nation during the year, illustrated this principle; as well as the tendency to barbarism of those institutions in its Southern sections, based on the ignorance of the masses.

THE STATISTICAL TABLES forming a part of the last An-

nual Report of the "State Board of Education" do not elevate our comparative rank in the State, in respect to public schools, in any particular. In respect to the percentage of taxable property appropriated to schools, our city has fallen off, compared with the previous year, from 3 1-6 mills to 2 9-100 mills to the dollar; and our rank in the State from 69 to 123; in the County from 10 to 13. The average appropriation in the State is 1 65-100 mills. The average amount of money appropriated by the *city* to each child between the ages of five and fifteen years has fallen from \$7.03 to \$6.62, and our rank in the State from 38 to 49. The average appropriation to each child in the *State* is \$6.41.

IN AVERAGE ATTENDANCE upon *public* schools, these tables place our rank at the bottom of the grade—333, one town only being below. But it is to be borne in mind, as explained in our last year's Report, that this exhibit does not show the percentage of attendance of our children upon *school instruction*, private and public, but only upon the latter. It takes no cognizance of the *one thousand* children embraced in our Romanist schools, except as they are included in the *whole number* returned by the census, but of course *not* in the number in attendance upon *public* schools.

The statistics of each school for the four terms of the year, exhibiting the *whole number*, the *average*, and *percentage* of attendance are shown by the table on the 8th page. From this it appears, that 2386 was the largest number in attendance at any period of the year—the Spring term. Deducting 82 over fifteen years of age, and 17 under five years of age, of the remaining 2287 the percentage of attendance was over 78 per cent.

Allowing the same percentage of the 1000 reported in the Romanist schools, we find the actual attendance upon school of the children of our city between 5 and 15 years of age to be full 78 per cent, instead of 41 as is generally understood by a cursory glance at the State statistics.

CENSUS.

The following census of the children of the city between 5 and 15 years, May 1, 1862, was duly returned by the Assessors, according to law, viz.:

In Ward 1,	-	-	-	-	-	-	558
“ 2,	-	-	-	-	-	-	698
“ 3,	-	-	-	-	-	-	756
“ 4,	-	-	-	-	-	-	650
“ 5,	-	-	-	-	-	-	366
“ 6,	-	-	-	-	-	-	282
<hr/>							
Total,	-	-	-	-	-	-	3310

This is an excess of just *one hundred* children of those ages over the census of 1861.

SCHOOLS.

SCHOOLS.	Winter Term.					Spring Term.					Summer Term.					Fall Term.				
	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.		
Over High School,	59	55	52	94	42		52	51	49	96	39		74	74	71	98	56			
Oliver Grammar School,	703	588	554	94	46	11	653	574	542	95	44		616	585	540	94	43			
South Grammar School,	64	47	45	95			43	41	39	93	5		41	35	31	88	6			
South Middle School,	70	58	49	84			68	63	57	90			65	54	44	83				
Tower Hill Middle School,	42	39	35	89			42	37	35	89			39	34	30	88				
Cross Street Middle School,	45	43	40	93			49	42	37	87			46	40	37	92				
Pine Street Middle School,	39	35	30	85	1		47	42	36	85			39	36	31	84				
Franklin Street Middle School,	49	40	35	88			57	50	44	88			42	36	33	91				
Amesbury Street Middle School,	80	70	66	94			82	76	65	86			78	73	66	90				
Oak Street Middle School,	44	41	38	92			43	38	33	82			42	33	31	90				
Newbury Street Middle School,	41	36	31	88			43	38	33	87			44	39	37	94				
Elm Street Middle School,	38	34	30	90			40	35	35	86			46	41	38	91				
Prospect Street Middle School,	48	45	38	85			49	38	30	78			45	42	37	80				
Prospect Street Primary School,	52	47	33	70			59	47	34	73		9	72	67	55	82	13			
Elm Street Primary School,	94	76	62	82		14	110	88	74	84		10	95	81	75	92	15			
Newbury Street Primary School,	84	80	71	88	8		90	86	78	90		6	93	89	79	90	2			
Union Street Primary School,	84	72	60	83	6		86	77	63	81		11	77	68	60	88				
Oak Street Primary, No. 1,	39	34	32	92			41	40	36	89			45	40	37	95				
Oak Street Primary, No. 2,	40	33	30	91			46	37	31	85			47	42	38	90				
Oak Street Primary, No. 3,	45	39	29	74	8		60	45	36	80			55	50	42	85				
Amesbury Street Primary School,	104	91	70	78	6		111	88	79	89		13	89	81	70	86				
Franklin Street Primary School,	78	60	43	72	2		82	61	48	79		4	82	74	59	80				
Pine Street Primary School,	54	41	34	82	3		69	54	46	85		5	62	55	47	86				
Cross Street Primary School,	68	60	55	91	8		81	62	54	87			80	72	66	90				
Tower Hill Primary School,	57	55	46	83			70	63	50	79			95	76	74	97				
River Side Primary School,	50	47	41	87			45	40	35	87			46	41	39	95				
South Side Primary, No. 1,	50	43	36	83			40	37	35	92			46	41	39	95				
South Side Primary, No. 2,	84	67	50	73	4		108	80	73	92			114	98	68	75				
Methuen Street, Primary, No. 1,																				
Methuen Street, Primary, No. 2,																				
Total,	2305	1976	1735	87	94	75	2336	2047	1830	89	88	60	2314	2101	1877	90	99	49		
																	89	82		
																	89	17		

There have been influences arising from the warlike state of the country, notwithstanding the actual war-scenes have been distant from us, which have seriously affected the attendance upon school. Many parents have left their families for the camp, and the war, whose children have thus lost more or less of parental restraint, or have experienced increased demands for domestic services. Then again, the vicinity of the camps to the city has been such as to make them easily accessible, and thereby to draw away many children from school—some by permission of parents, and others by truancy.

By grading the Methuen Street School, we have added one to the number of our schools, and have greatly multiplied the advantages to the children of that school. Instead of conducting, virtually, two schools, crowded into one room, with the confusion of simultaneous recitations, and discipline in common, we have two well regulated schools, with order and attention greatly improved, and with no additional expense of instruction.

From a largely increased number of pupils in the Oliver Grammar School at the opening of the Summer term, one additional teacher was employed in that school, in the person of Miss Charlotte Moore.

A permanent Assistant, too, has been employed in the Primary Department of the Tower Hill School, in the person of Miss Helen M. Bean.

Two teachers also being found necessary in the No. 2 Primary, South side, Miss Abby S. Dodge has been there employed. Other than these, no increase has been made of our former number. Our full board now numbers *fifty-three*; to which may be added the Music Teacher in the Oliver High School, employed a part of two half days in the week.

At the regular meeting of the Committee, Sept. 30, a communication was presented from Mr. John Orne, Jr., resigning his situation as Master of the South Grammar School, having received the appointment of Sub-Master in the Salem High School. The action of the Superintendent and Advisory Committee, in having previously released Mr. Orne, under the pressure of circumstances, was approved, and his resignation accept-

ed. A committee was appointed to embody in a resolution the sentiment of the general Committee in view of the termination of the relation Mr. Orne has so long—nearly four years—sustained to our schools. The following resolution was laid before the Committee at a subsequent meeting, and unanimously adopted :

RESOLVED, That in accepting the resignation of Mr. Orne, of the charge of the South Grammar School, the Committee give their testimony to the fidelity and earnestness which he has ever manifested in the discharge of his duties ; and that they regard him as a critical scholar who has proved himself an efficient and successful teacher ; and that they commend him to the favorable regards of the friends of education.

The names of four applicants for the situation thus vacated were laid before the Committee and preliminary steps taken to fill the vacancy. As a result, Mr. J. Henry Root, was elected on the twenty-eighth of October with great unanimity, and entered upon the mastership of the school on the first day of December. The Committee feel warranted in the expectation, that in this appointment the interests of the South Grammar School will suffer no deterioration.

TRUANCY AND ABSENCE.

This subject, which has occupied the frequent attention of the School Committee for some years, demands again a paragraph in our Report ; that the measures adopted, and their results may be better understood, and may secure a more earnest co-operation by the public. The experiment of employing a special truant officer, with moderate compensation, commenced near the close of the previous year, found favor with the City Government ; and the truant officers, through the special and laborious services of Mr. C. T. Chamberlain, have effected during the year most desirable results. As contributing eminently to these results, in the more obstinate cases of repeated truancy, Mr. Eaton of the Oliver Grammar School, in addition to the regular duties of his division, has had charge, both in instruction and government, of a class of truants. This class, as above

suggested, has embraced only the more obstinate cases, — those most difficult of control in the female schools. The following statistical statements are furnished by Mr. Eaton, and exhibit successful and most beneficial results of the system :

“ The number of different members of the *truant class* during the year ending November 14th, 1862, has been *seventy*. Of this number, *sixty-two*, after being returned to their own schools, have continued in regular attendance, and have proved orderly scholars.

Of the remaining eight, five have been sent to the class the second time and three the third time. Four of the same eight, are now doing well with their own teachers, and four have been sent to institutions of reform, for crime disconnected with school. The average age of the class has been twelve years.”

Mr. Eaton’s discipline of the class, which has secured these happy results, has been mostly of a *moral character*, embracing but few instances of corporal punishment. The fruits of his labors demonstrate most conclusively the wisdom of the experiment and the fidelity and tact of the teacher.

The records of the Truant Officer, Mr. Chamberlain, embrace the period from October 1, 1861 to December 1, 1862,—fourteen months, and show the following results.

The whole number of different children, truants and absentees taken from the streets and placed in school is five hundred and thirty-six—truants one hundred and fifty-three, and absentees, three hundred and eighty-three. Of the number of truants, and for repeated truancy, seventy have been placed in the truant class under Mr. Eaton, the results of whose labors have been explained above. The remainder of the five hundred and thirty-six, with very few exceptions, beyond those four sent to institutions of reform, are now regular and orderly attendants upon school ; particularly those who have been returned to our public schools : of the results in the Catholic schools I am less competent to speak. It should perhaps here be stated, that in cases where children have claimed to belong to these schools, or where parents have chosen to send them there, those preferences have been regarded by the truant officer, with whom the super-

intendents of those schools have cordially co-operated. In these faithful and onerous duties Mr. Chamberlain has sought, and in most cases secured, the cordial co-operation of parents and guardians. In very few instances has he met with resistance or abuse.

Here then are over five hundred children, most of them in all probability, by these efforts, secured from vagrancy, the harbinger of an ignorant and vicious life, and placed under the appliances of an admirable school system. The most sanguine expectations surely are more than realized.

The difficulty in the treatment of extreme cases before the Police or other Courts, and the inappropriate penalties legally prescribed, lead me to renew the suggestion of some provision being made at the City Alms-House, for the restraint and instruction of *inveterate truants* and other incorrigible children.

EXAMINATIONS FOR DIPLOMA AND PROMOTION.

The examination of the Senior Class in the High School, for Diploma, was held under the conduct of the High School Committee, and the Superintendent, with both oral and written questions. The candidates acquitted themselves with great credit, evincing an appreciation of their critical and comprehensive instruction in every department, and the habit of so appropriating that instruction as to use it with self-reliance whenever required. We find the same occasion of regret, as in former years, that so small a percentage of the class matriculated complete the full course for Diploma. Six members only had availed themselves fully of the high privileges so liberally and freely offered by the City to *all* her youth; upon these, by vote of the Committee, was conferred the honor of Diploma. Could parents and guardians realize, as children can not, until too late to retrieve their error, the loss to their children from interrupting or abridging their High School course of study, there would be less occasion to regret the diminution of our classes, and even their almost extinction, before the full advantages of our school system are secured.

The same Committee conducted the examination of the Middle and Junior Classes for promotion, and are satisfied that the system, recently adopted, is not without its advantages.

The first division of the Oliver Grammar School, under Mr. Walton, was examined by the same Committee for promotion to the High School. Of this class, forty one, all but eight, were found so far qualified as to be admitted on trial. After the usual probation, thirty one of these, upon recommendation of their teachers, and after another month's probation, two others received certificates of full admission. But the lamentable process of decimation has already made progress even with this class, in the *first* year of its course. For various reasons, some for business, and others for other purposes, have been withdrawn, in many cases prematurely terminating their privileges of school instruction. The influence of this irregularity has the effect also to repress the zeal of those who remain, and discourage the teacher.

RE-ELECTION OF TEACHERS.

There is a growing conviction in the minds of the Committee, that the interest of the schools requires more discrimination in the annual re-election of teachers. With regard to many of them, long-trying and commended by the happiest results of their labors, the Committee feel no hesitancy when the list is laid before them.

With respect to others, though not questioning their acquirements or devotion to duty, the Committee have witnessed evidences of want of *tact*, or of diminished energy; and it was with some reluctance, at the last re-election, that such received renewed approval.

Our old corps of reserved teachers, approved in April 1861, having become exhausted, a new examination was held in July last. About thirty applicants presented themselves, so generally of satisfactory qualifications, that the Committee, under a slight pressure of necessity, would not have demurred at the approval of scarcely any. Nineteen received certificates of approval, — a supply for the vacancies of two years to come, at the rate they have occurred for the last two years. The Committee have

been strongly disposed, *their qualifications being equal*, to favor our own citizens, and especially the graduates of our own High School, while, at the same time, they would consider it a dereliction from duty not to consult the highest interests of our schools by securing the *best* teachers from other localities if necessary.

For the preparation of our own young ladies for teaching, our whole school system is admirably adapted. They are subject to the experience and observation of the best modes of teaching, from the Primary to the High School, as also to the utmost thoroughness in all the branches taught. Without derogating in the least from the importance and adaptedness of our State Normal Schools for this purpose, I am of the full conviction, that the young ladies of our city, designing to become teachers, have in our schools the very best facilities for the highest qualifications. In the report of last year the desirableness of some musical qualifications was suggested. I am constrained to reiterate the suggestion that the highest interests of our schools, from the Primary upward, demand some *practical* skill in music in all teachers hereafter to be examined.

STATE TEACHERS' INSTITUTE.

Under the auspices of the State Board of Education, in the persons of its Secretary, Joseph White, Esq., and its Agent, Rev. B. G. Northrop, a "Teachers' Institute" was held in our city, during the second week in April last. The sessions of our schools were suspended to insure to our Teachers the full benefit of the Institute. Any apprehensions, if any were felt, that the dismissal of our schools for the week would be *time lost* to them, were wholly dissipated by witnessing the renewed impulse given to the Teachers, and their practical improvement of the valuable principles of instruction, presented in many of the lectures, and illustrated by model lessons. The Committee were so impressed with these results, from their subsequent visitation of the schools, and found such evidence of a popular gratification with the exercises of the Institute, that they deemed the following resolution, passed in Committee, a just expression of their own satisfaction, due to the managers of the Institute :

RESOLVED, That in view of the results of the "State Teachers' Institute," recently held in this city, both in the gratification afforded our citizens, and the impulse given to our teachers, and indirectly to our schools, this Committee deem it proper to attest to the Secretary of said Board our high appreciation of the privilege with which our city has thus been favored. We feel constrained also to add our conviction, that similar Institutes, similarly conducted, in the various sections of the State, (as already arranged by the Board) must exert an efficient influence in developing and perfecting our already universally approved Public School system.

A feature in the improvement of our schools, specially gratifying has been in the direction of increased oral and object instruction, and physical training. These exercises, repeated more or less every day, instead of detracting from the advantages of the regular routine of lessons, may be made both to contribute a large amount of information, and to obviate the irksomeness and evil effects of too continuous confinement. Those teachers who "can not find time" for these exercises, fifteen or twenty minutes at different periods each half day, are those who find a drowsy routine more consonant with their ease, or who employ much more than this time in keeping order by impassioned words and sometimes hasty blows.

This faculty of so stimulating the minds of the children with matters of *interest*, and at the same time of *profit*, as to secure a voluntary, instead of coerced attention, is a *necessary* qualification for a highly successful teacher. And the teacher who, after a protracted experiment, finds himself wanting in this direction should look for other employment, and yield his position to another.

MUSIC.

The results of instruction in this branch have been more satisfactory than in the previous year. There has been a more thorough discipline, stricter attention on the part of pupils, and less disposition to be excused from the exercise. As might be expected, we find a more gratifying proficiency.

EVENING SCHOOLS.

I will make no protracted remarks upon this voluntary and most benevolent enterprise, conducted by the gratuitous labors of our City Missionary, Geo. P. Wilson, and a corps of twenty-four volunteer teachers.

The third term of this school was held, two evenings in the week, from the first of December to the last of March,—four months, without any interruption. The experience and the persevering self-denial of the Superintendent, and of nearly the same teachers as in the two previous years, were rewarded by no pecuniary emoluments, but by the satisfaction of witnessing a more thorough discipline, an increasing devotedness to study, a more rapid acquisition of knowledge, and a grateful appreciation by the pupils of the privileges enjoyed without claim, and without reward. The public, understanding the self-denial of these teachers, and the happy results of their labors to this worthy class of our laboring population, cannot fail of adding their gratitude also to that of the pupils so freely expressed.

The regular members of the school during the Winter numbered three hundred, as appears from the City Missionary's report. The average attendance was two hundred and twenty-five: less than it would have been but for the opportunity of extra labor in the Mills, during a portion of the season. For the expense of rent and fuel the sum of two hundred dollars was appropriated from the City Treasury.

In concluding this Report, principally of facts and statistics, I may again congratulate all interested in our Public Schools, on their generally prosperous and successful operation; as also on the harmonious co-operation of all branches of the City Government and the public generally, with the School Committee, to secure their highest efficiency.

All of which is respectfully submitted.

JOS. L. PARTRIDGE,
Secretary and Superintendent of Schools.

The following table gives the names, present location, and salaries of the several teachers, and date of entrance into the service of the city.

Oliver High School,	H. L. Boltwood,	Dec. 1861,	\$1,200 00
" " "	Jane S. Gerrish,	Jan. 1852,	550 00
" " "	Harriet C. Hovey,	June 1856,	375 00
" " " (Music)	S. M. Downes,	Mc'h 1860,	200 00
Oliver Grammar School,	George A. Walton,	April 1848,	1,400 00
" " "	James H. Eaton,	April, 1856,	1 000 00
" " "	Mary Young,	Feb. 1848,	300 00
" " "	E. G. Macy,	Nov. 1852,	200 00
" " "	M. B. F. Brown,	Dec. 1848,	200 00
" " "	Abby Hale,	May, 1851,	300 00
" " "	S. O. Brickett,	April, 1848,	300 00
" " "	A. C. Eastman,	April, 1856,	300 00
" " "	Rachel A. Gerrish,	Jan. 1852,	300 00
" " "	M. M. Persons,	April, 1854,	300 00
" " "	A. L. Abbott,	Sept., 1858,	200 00
" " "	S. E. W. Cole,	Dec., 1857,	200 00
" " "	S. W. Baker,	Oct., 1856,	300 00
" " "	Charlotte Moore,	May, 1862,	250 00
South Grammar School,	J. Henry Root,	Dec., 1862,	750 00
Prospect Street Middle School,	K. S. Marshall,	April, 1856,	200 00
Elm Street "	A. W. Morrison,	Sept., 1855,	300 00
Newbury Street "	Emma A. Stephens,	May, 1861,	275 00
Oak Street "	Rebecca F. Doane,	Dec., 1859,	300 00
Amesbury Street "	A. A. Parsons,	Sept., 1853,	300 00
" " "	Mary A. Dane,	May, 1859,	300 00
Franklin Street "	Rebecca Gray,	June, 1861,	275 00
Cross Street "	L. J. Faulkner,	Dec., 1855,	300 00
South Side "	S. A. Nelson,	Jan., 1859,	300 00
Tower Hill "	E. W. Richardson,	April, 1850,	200 00
Pine Street "	M. L. Abbott,	Mar., 1858,	300 00
Prospect Street Primary School,	F. Swan,	Sept., 1859,	300 00
Elm Street "	M. A. Chapman,	Dec., 1854,	300 00
" " "	S. H. Harding,	June, 1861,	275 00
Newbury Street "	H. L. Cole,	April, 1855,	300 00
" " "	S. C. Morrison,	Mar., 1857,	300 00
Methuen Street "	Lizzie C. Bailey,	Mar., 1858,	300 00
" " "	H. E. Gault,	June, 1856,	300 00
Oak Street "	No. 1, F. Reed,	July, 1858,	300 00
" " "	No. 2, S. A. Richardson,	Sept., 1857,	300 00
" " "	No. 3, N. M. Carter,	Sept., 1859,	300 00
Amesbury Street "	M. J. Wells,	June, 1852,	300 00
" " "	H. L. Ambrose,	April, 1857,	200 00
Franklin Street "	L. L. Gordon,	Dec., 1854,	300 00
" " "	A. R. Chandler,	April, 1858,	300 00
Cross Street "	R. R. Kempton,	Mar., 1858,	300 00
" " "	I. H. Pratt,	Dec., 1855,	300 00
Pine Street "	L. F. Swan,	Mar., 1861,	275 00
Tower Hill "	M. E. Cook,	Jan., 1861,	275 00
" " "	Helen M. Bean,	May, 1862,	250 00
River Side, "	Lucy P. Greenough,	Sept., 1861,	275 00
South Side "	No. 1, E. G. Wetherbee,	Feb., 1857,	300 00
" " "	No. 2, Abby S. Dodge,	Mar., 1862,	250 00
" " "	" Cynthia Hawley,	June, 1861,	275 00

The salaries of female teachers, other than those in the High School, are at the rate of two hundred and fifty dollars per annum, for the first year; two hundred and seventy-five dollars for the second year; three hundred dollars for the third and each subsequent year.

NOTE.—The above table gives the changes that were made in the location of teachers, December 1, 1862.

PRIMARY SCHOOLS.

The Sub-Committee on the Primary Schools, having endeavored to attend to the duties assigned them, submit the following report:

We find in our city sixteen schools of this grade, with twenty-one teachers, having the care and instruction of about twelve hundred children, between the ages of four and ten. These twenty-one teachers are all ladies who have chosen the instruction of the young as their profession. Many of them have been members of some one of our State Normal Schools, and your Committee believe they are speaking only the truth when they say, that among this number of Primary School teachers we have many of the best to be found in the Commonwealth; and while we find a great difference in the comparative standing of our Primary Schools, yet we can say with a clear conscience, that taken as a whole, these schools are in a highly prosperous condition—our teachers are attentive, industrious and faithful in their instruction, and the pupils are contented, happy and progressing in their school duties. A brief visit by the parents to most of our school-rooms would convince them that their children are well cared for; and your Committee would most earnestly recommend and request the parents of the young children in our schools to make frequent visits to our school-rooms, as we know it will have the best influence on parents, teacher and pupil—the parent will thereby feel more interest in our schools—the teacher a new interest in the pupil, and the scholar a greater love for his books and school; for nothing tends more to encourage young scholars than the interest of their parents in their progress at school, and is it not a duty that every parent owes to his child to do all in his power to encourage him in his early education.

The erection of the new Primary School House on Methuen Street, places our Primary School accommodations in a very good condition, yet we think that it would be an improvement if the chairs in these school-rooms were made fast to the floor; and having consulted most of the teachers in these schools, we would recommend that this be done, as the quietness and order thus

obtained would more than counterbalance any inconvenience that could arise; also some rooms are in need of clocks, thermometers, suitable maps and charts for this grade of schools.

To the teachers we would recommend that they observe the request of the Committee of last year, to wit: —

“That it be established as a rule in all our Primaries, except No. 1 of the graded Primaries, in Oak Street house, that there shall be some physical exercise once every half hour, which shall last from three to five minutes. We recommend this as necessary to the comfort, if not health, of the child; as promotive of order and stillness in the room at other times, and therefore aiding, and not interfering with the various instructive exercises in which classes are engaged.”

Your Committee have learned by experience and observation that the rule of trying but once in spelling or any recitation, is the better way, that it makes better and more accurate scholars, and would recommend its adoption in all the Primary Schools.

Our Primary Schools being the place where our youth obtain their first impressions of school life, and where the foundation of all after knowledge is laid, it must be evident to all that these schools should be instructed by the best and most thorough teachers, by those who have not in the least degree mistaken their profession. It is of the utmost importance that the mind of the infant child be guided aright, for how true the old adage “as the twig is bent the tree inclines,” and how little it takes to bend the twig either in the right or wrong direction, as

“A pebble in the streamlet sent,
Has turned the course of many a river,
A dew-drop on the infant plant,
Has warped the giant oak forever.”

So has the tender mind of many a youthful pupil been turned from a true course by the ill-judged and unwise plans, or by the chilling effects of neglect on the part of their teacher. How pliable are the young minds of the little ones who attend these schools in the hands of a kind and faithful teacher; truly they are “as clay in the hands of the potter,” they can be

formed and moulded at the pleasure of the affectionate teacher. Then how important it is, that only kind, gentle, affectionate and faithful teachers should be given the almost unlimited influence and control, over children of this young and tender age.

Teachers should ever remember that each word and act of theirs is a guide for their pupils, and that their words and actions should at all times be such as it would be safe for them to follow. The scholar, however young, is old enough to read the mind and heart of his teacher. First impressions are lasting. "Every line traced upon the mind of a child is, as it were, graven with the point of a diamond." The spirits and minds of children, in however humble circumstances, are immortal; therefore, no profession, no calling, no office, can surpass in importance and responsibility that of a teacher in our Primary Schools. Do we unduly magnify her office when we consider that it is her duty to fix the earliest ideas of right and wrong, to secure pleasant manners, and obedient deportment, and to impress on the minds of the young the principles of piety, justice and truth. In concluding, we would urge upon our successors in office, the importance of a greater interest in, and a more careful oversight of these nurseries of learning.

W. FISK GILE, *for the Committee.*

MIDDLE SCHOOLS.

There are ten Middle Schools. No cost or labor has been spared, to offer to all children of suitable age and attainments, every facility for acquiring a thorough knowledge of the rudiments of a good education. They are permitted to occupy the best of school-rooms, furnished with all the prescribed books, by their parents or at the expense of the city, and provided with teachers in all respects qualified for their responsible work.

So liberal an expenditure of money and labor, should warrant us in the expectation at least of an approximation to uniformity in the attainments and progress of the children belonging to

these schools. By refering, however, to the results of the examinations for promotion to the Grammar Schools, it will be seen that the qualifications of the first classes vary by a large per cent. Should the remaining classes be submitted to a similar trial, without doubt, nearly a like result would be obtained. Our predecessors in a previous report, have attributed these results to the peculiar composition of these schools, as made up of the different classes in society; others to a real or imaginary radical difference in the natural abilities of children; but a careful examination of the registers of the schools, we think, will produce the conviction, that the true cause is to be found in the combined influence of truancy, irregular attendance, and tardiness.

Cases of truancy are becoming less frequent, through the persistent efforts of our efficient truant officer; and it is believed that a better understanding, and a more cordial co-operation between the teachers and parent, would speedily secure regular and seasonable attendance on the part of the children generally.

Whilst, therefore, the Committee cannot wholly exonerate the teachers from all responsibility in the matter, and believe that a more enlarged conception of their responsible calling, accompanied with more energetic, persistent effort, would produce a change for the better in some of their schools, they can bear witness to their fidelity in their difficult and arduous labors for the improvement and happiness of those entrusted to their care. Their schools have made commendable progress in all their studies. The Committee desire to make special mention of a particular class in the First Steps in Numbers, in one of the schools, which already give evidence of being able to do their own thinking.

The government, generally, was excellent, only so much restraint being imposed as is necessary to secure obedience and maintain order.

J. D. HERRICK, *for the Committee.*

THE GRAMMAR SCHOOLS.

The report of the Committee of these schools for the last year, directed attention particularly to their organization, efficiency, economy, and the regular attendance, as features which were highly satisfactory. Your Committee believe that their organization is about as complete as possible, and that in these respects, their future improvement must be the growth of time and experience, rather than the result of any changes. There are two Grammar Schools, embracing fifteen departments under the supervision of two masters, one sub-master, and thirteen assistant female teachers. Nearly all of them are *tried* teachers, whose long continued labors and success are a sufficient commendation of their competency and fidelity.

These schools gather the pupils from our ten Middle Schools, and carrying them through seven grades, requiring three or four years, prepare them for admission to the High School. The pupils, as is well known, are pressed with study, as much as they can endure; and yet, while they omit some studies which it is important they should pursue in their course, it is with difficulty that they reach the standard required for admission to the High School. It is worthy of consideration, whether that standard might not be so modified as that by gaining a more *general knowledge* of some branches, they may have time to give larger attention to drawing, composition, and some other practical studies now omitted.

The average attendance on these schools is another gratifying feature. During the past year the average attendance has somewhat exceeded ninety-four per cent., including all the departments of the Oliver Grammar School, while in one department, during the last two terms, the average attendance was ninety-nine per cent. Mr Walton justly attributes this to the fidelity of parents who send their children uniformly and punctually; and he wishes that all the parents were as faithful as the majority are, that thereby they might still improve the attendance.

This responsibility must lie mainly with parents, still teachers can add an important influence as will be evident by examining the records of the different departments, in some of which the average attendance is almost as large as the whole number in attendance.

During the year there has been a change of masters in the South Grammar School. Early in the Fall term, Mr. Orne, who had taught there about four years, resigned his charge to accept a position in the Salem High School. An appropriate tribute to his ability and fidelity was placed upon the records of the School Committee, which will be found in the Report of the Superintendent.

Miss Nelson had charge of the school during the remainder of the term, in the management of which she gave entire satisfaction.

Mr. J. Henry Root, recently elected master of the school, entered upon his duties at the commencement of this term. So far as your Committee have been able to judge of the workings of the school under his management, they are gratified with the promise of success and they cherish high hopes of its future prosperity.

We suggest that pupils in all the departments of the Grammar Schools whose total average in deportment and scholarship, shall reach the standard required for advancement to the next higher grade, be hereafter admitted to that higher grade, without examination. We believe that such a course would promote uniform and punctual attendance, good conduct and studiousness in all the departments.

C. E. FISHER, *for the Committee.*

HIGH SCHOOL.

This school under its four teachers, Mr. Henry L. Boltwood, Principal; Miss Jane S. Gerrish and Miss Harriet C. Hovey, Assistants, and Mr. Samuel M. Downes, teacher of Music, has had during the year, ninety-nine different scholars. In this number are not included five who have been pursuing but one

branch of study and have gone into school for a single recitation. The largest number of scholars at any time during the year has been seventy-six—the smallest fifty-five.

Of those who have left school, six graduated, one entered college before graduation, six moved out of town, five enlisted in the army, twelve went to work, and eight left from sickness.

The highest percentage in marks of credit of four scholars in the Winter term of 1861-62, was ninety-nine and three-tenths, ninety-nine and one-tenth, ninety-eight and five-tenths, ninety-eight and four-tenths; in the Spring term, ninety-eight and four-tenths, ninety-seven and nine tenths, ninety-seven and eight-tenths, ninety-seven and seven-tenths; in the Summer term, ninety-eight and nine tenths, ninety-eight, ninety-seven and three-tenths, ninety-seven and three-tenths; in the Fall term, ninety-eight and four-tenths, ninety-eight and one-tenth, ninety-six and four-tenths, ninety-six and four-tenths. The names of the scholars thus marked might be given, but the Committee deem it inexpedient. Were they given, it would be found that thirteen different scholars had received these highest credits. The lowest percentage of credit among those regularly present, is eighty-four, eighty-five, eighty-five, eighty-five. Among those who have been inconstant in attendance, eighty-one, eighty, seventy-one, the last being the lowest in school. For the Fall term, the average marking of the school, not accounting for absence, was ninety-three.

The Junior Class numbers twenty-nine, and as our recitation rooms cannot well accommodate so many, it has been divided into two sections. On account of being thus divided, the class has required more of the teacher's time, but we are not to infer therefrom, that the time of the teacher required is proportionate to the size of the class. After careful deliberation, and many changes, we have a definitely fixed course of study, requiring for its completion three years. That course anticipates a certain number of classes and a certain number of recitations for each class. Neither the existence of a class nor the number of recitations depend upon the number of scholars. A class in Greek may have at its formation, six members. From

various reasons the class is reduced to two, who desire to go on in their studies. The recitation of the class of two is to be as regularly attended to, and will require about as much time, as if the other four had remained. A class in Virgil or Philosophy or Algebra may number four or sixteen, but the time required for recitation will be very nearly the same whether the class have the smaller or larger number. Our teachers' time is as fully employed with fifty-five scholars, as if the number was one hundred. So long as the prescribed course of study is adhered to, and the number of necessary recitations is unreduced, our present corps of teachers will be required.

The withdrawal of many scholars, before the course of study is completed, continues, and occasions serious regret with the teachers and Committee. We admit large classes of from thirty-five to forty-five, but they dwindle down to six or eight, by the time the full course is finished, operating seriously against the character and efficiency of the school, and the accomplishment of the result that the school is capable of affording. We know not how this can be prevented, but we are assured, that if parents would rightly consider the *very great importance* of keeping their children at school for the full time required, there would be improvement in this particular.

Our High School claims and receives the thoughtful supervision and interested regard of the Committee. We have a well arranged course of study—we have faithful, thorough teachers, and our children should deeply prize and sedulously improve the superior advantages which are their favored portion.

GEO. PACKARD,	}	<i>High School Committee.</i>
WM. L. JENKINS,		
GEO. W. GARLAND,		

EXPENDITURES.

Bills passed by the School Committee for school expenditures in 1862.

For Tuition,	\$18,575 45
„ Janitors,	906 16
„ Fuel,	1,784 18
„ Miscellaneous,	1,543 80
Total,	<hr/> \$22,809 59

SEVENTEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF LAWRENCE,

EMBRACING

Reports of Superintendent and Sub-Committees.

1863.



LAWRENCE:

PRINTED AT SENTINEL OFFICE, ESSEX STREET.

1863.

tual and social in our natures, in those communities where the masses have not unrestricted access to suitable means of education. A most impressive illustration of these remarks is now being pressed upon the public attention, in the gigantic rebellion at present scourging our country. It shows the facilities in the hands of educated ambition for subjecting the masses to its will in communities without popular education; where the public school is openly despised. It is equally obvious, if the system itself is important, that the highest perfection attainable, and the most comprehensive application of it are no less desirable.

I am happy to say that in respect to the system itself and its proximate perfection, in regard to the general appliances and facilities proffered to all classes from the earliest to the most mature ages of the educational period, under a highly competent and devoted corps of public teachers, our city will suffer little in comparison with the most favored. That these facilities, at so generous a public expenditure, are not made universal in their application to the children and youth of our city, *in fact* as well as theory, is matter of regret, and worthy of your continued consideration. The efforts made in this direction, with their results, will be exhibited in the sequel, under the head of truancy.

Of this Board, consisting of twelve members, with the Mayor of the City, ex-officio, Chairman, only one new member has come into office during the year; viz.: MR. ORANGE WHEELER, of Ward Four, elected to fill a vacancy occasioned by the resignation of REV. SULLIVAN HOLMAN. The term of service of the members from Wards One and Two expires, by limitation of City Ordinance, with this date; of Wards Five and Six on Dec. 31, 1864, and of Wards Three and Four on Dec. 31, 1865.

The Committee at the opening of the year was constituted as follows :

Hon. WM. H. P. WRIGHT, ex-officio, Chairman.

Ward 1	{	Geo. Packard, John R. Rollins.	Ward 2	{	Wm. L. Jenkins, N. W. Harmon.
Ward 3	{	C. E. Fisher, Geo. W. Garland.	Ward 4	{	Jas. D. Herrick, Sullivan Holman.*
Ward 5	{	Daniel Hardy, Milton Bonney.	Ward 6	{	Wm. Cutler, W. Fisk Gile.

JOS. L. PARTRIDGE was chosen Secretary and Superintendent of Schools.

The following are the Sub-Committees as designated, with the Departments and Schools in charge of each, for special visitation and supervision :

Mayor, Geo. Packard, C. E. Fisher, N. W. Harmon,	}	Committee on the Oliver High School.
Mayor, Wm. L. Jenkins, G. W. Garland, Daniel Hardy,	}	Committee on Divisions 1, 2, 3 and 4 of Oliver Grammar School.
Mayor, W. Fisk Gile, Milton Bonney, John R. Rollins,	}	Committee on Divisions 5, 6 and 7 of Oliver Grammar School.
Mayor, *S. Holman, J. D. Herrick, Wm. Cutler,	}	Committee on South Grammar School.

The Middle and Primary Schools, as located in the different Wards, were committed to the members of those several Wards respectively.

The Superintendent was made a member of each Sub-Committee, as above constituted.

*Resigned and O. WHEELER substituted in his place.

MESSRS. PACKARD, GILE and HARDY were re-appointed an Advisory Committee.

The Committee has held a stated meeting on the last Tuesday evening of each month, and by adjournment or special call has been assembled on six other occasions, making in all eighteen meetings of the Committee during the year.

SCHOOLS AND TEACHERS.

The whole number of Public Schools in the city is *twenty-five*, taught by *fifty-five teachers*, including the Music teacher in the High School. Viz.:

Oliver High School—master and two female assistants.

Oliver Grammar School—master, sub-master, and twelve female assistants, in seven distinct grades.

South Grammar School—master and one female assistant.

Middle Schools, *ten*, each taught by one female teacher; no school of this grade requiring at present, an assistant.

Primary Schools *twelve*, taught by *twenty-five* females. Three of the Primary Schools are so graded, as to constitute virtually *seven* schools, occupying as many distinct rooms, two of them with each an assistant. Of the remaining Primaries, all but two employ principal and assistant. If we consider the gradation of the Oliver Grammar School and the separate rooms occupied, exclusive of recitation rooms, we might number virtually *forty-one* separate schools. In other words, *forty-one* separate registers are kept in what we denominate *twenty-five* distinctly organized schools. To this organization, in its practical operation, I do not know what exceptions could be taken, or what improvements suggested.

CHANGE OF TEACHERS.

In this respect, the past year has been more marked perhaps than the average of years in our history. In the Oliver High School, a change of masters has taken place, and of one of the female assistants. Mr. H. L. BOLTWOOD, master, tendered his resignation in June, for a business situation in the City of New York under an urgency of circumstances which rendered it impossible for the Committee to make permanent provision for filling his place on his retiring. Mr. J. H. WARD, a member of the Theological Seminary in Andover—a scholar and experienced teacher—was employed temporarily, for two months. His services were highly acceptable. But he neither regarded himself, nor did the Committee so regard him, as a candidate for permanency. His services terminated with the Summer term.

In the mean time the Committee made choice of the present incumbent, Mr. ALBERT C. PERKINS, who entered upon the mastership upon the seventh day of September.

From testimonials of the results of Mr. PERKINS' instructions in other responsible positions, as well as the observations of the Committee since he has had charge of our school, the most confident expectations are entertained that, under his administration, the Oliver High School will not fall short of its former excellence.

The second female assistant, Miss HOVEY, tendered her resignation in April, which was accepted, and Miss MARCIA PACKARD, a graduate of the same school, whose attainments were appreciated by the Committee, was unanimously appointed to that position. The school has suffered less under these changes than could have been anticipated. It has now attained a state of order and efficiency seldom before enjoyed. The manifesta-

tion of interest on the part of parents, by occasional personal visitations, would enhance the interest of both teachers and pupils, and consequently the efficiency of the school—and what is true in this respect of this school, is preeminently true of the schools of the lower grade.

In the Oliver Grammar School, the place of Miss S. W. BAKER—resigned—was supplied by the appointment of Miss SARAH H. WARD, and that of Miss M. M. PERSONS by Miss JOSEPHINE ABBOTT.

Of the Primary teachers the following have resigned during the year, viz.: Miss M. A. CHAPMAN, Elm street; Miss A. R. CHANDLER, Franklin street; Miss MARY A. DANE, Oak street; Miss E. G. WETHERBEE, South Primary.

To fill vacancies occasioned by these resignations, the following appointments have been made, viz.: Miss C. E. BARNARD. Miss M. THOMPSON and Miss ANNA C. ANDREWS to the South Primary School, Miss DODGE and Miss HAWLEY, having been transferred to Elm and Franklin streets, and Miss JOSEPHINE CUMMINGS has been temporarily substituted for Miss DANE in Oak street.

Miss M. L. ABBOTT having been absent by permission of the Committee for three quarters of the year, on account of ill health, Miss S. C. HERVEY has been permanently appointed to her place in the Pine Street Middle. Should Miss ABBOTT's health permit her to return again to her school duties, it will be to some other vacancy.

Besides these permanent changes, temporary absence on account of ill health has been unusually frequent, and in several instances of long continuance, requiring temporary substitutes for periods varying from a few days to several months.

The largely increased numbers in the Pine Street Primary, rendered necessary the appointment of an additional teacher, which was made in the person of Miss VILENA MALLARD.

For the same reason a temporary assistant has been furnished to Miss CARTER in the Oak Street Primary; which arrangement has, at present, the prospect of permanency, from the crowded state of the several rooms in that building. Should this large number of pupils continue, some modification of the schools in that building will be necessary; as no room has a recitation room attached, and no room in the building is at all suitable for the occupancy of two teachers. Great inconvenience has accompanied this temporary arrangement during the Summer and Fall terms. And the crowded state of the rooms during the Winter, with less ventilation, must render them both uncomfortable and unwholesome.

On the representations of Mr. ROOT of the necessities of the South Grammar School, an assistant, Miss BELL M. ROOT was assigned to him, who should also have charge of the exercises and instruction in music. This necessity arose not so much from the large number of pupils, as from the fact that this school comprehends nearly all the grades and branches of instruction of the Oliver Grammar School, and the numerous recitations, although of small classes, in the former, detracts greatly from the advantages furnished to the pupils in the latter. The arrangement, I believe, commends itself to the patrons of the school, and if continued, we may expect the school to assume a higher standing than in former years. This school, from the peculiarity alluded to, and the withdrawal of so many pupils from labor at certain seasons of the year, has long given occasion to the Committee for much solicitude, in the adaptation of the best means for its highest efficiency. I am happy to be able to re-

port a decided advance the past year, in the successful management of the school and the results attained. Still it would be unreasonable to expect the same high standard of excellence, in all particulars, as in a school like the Oliver Grammar School, capable of being so graded, as in fact to furnish each teacher with an adequate number of pupils of the same stage of advancement.

This school, with the others in the same building, has heretofore suffered from another evil, existing also in some degree, in the other schools of the city; that is, the large numbers daily withdrawn from school some half hour before the close, to carry dinner to parents working in the mills. This greatly deranges the recitations and the general order of the school.

To meet these evils, by unanimous request of the teachers of the south side schools, during the Summer these schools commenced at eight o'clock, and closed at eleven; which leaves a half hour so frequently found necessary for cases of discipline and making up imperfect lessons. With the return of short days, this remedy was necessarily modified; the Grammar and Middle Schools commencing at half-past eight instead of nine o'clock. If parents could understand fully the detriment occasioned to the school and to *their own children* especially, the occasions for dismissing the children before the close of school might be diminished.

RESERVED TEACHERS.

No examination of teachers has been held or required during the year. Of the nineteen examined and approved July 9, 1862, ten have received permanent appointment in our schools, and have shown themselves deserving of the approval bestowed by the Committee. As there remain still upon our list, nine

candidates who may be called upon as vacancies occur, probably no examination will again be called for before the Spring or Summer term.

Allow me here again to renew my suggestion, that, whenever such examination shall again take place, some degree of musical acquisition, at least enough to conduct simple singing exercises in school, shall be considered of such importance as to be taken into account in the approval of candidates, if not a *sine qua non*, at least a make-weight in turning the scales, other things being equal.

ARRANGEMENT, GRADATION AND COURSE OF STUDY.

The general systematic arrangement of our schools, with their gradation and course of study, has in its successful results fully sustained the sound judgment and prevision, with which the system was early adopted. The system comprehends an easy and natural progress through the entire period of study, from the alphabet to the most advanced studies in language, science and mathematics, usually taught in the academic course. And could our children all, or nearly all, be detained in school to the completion of this course, scarcely any modification could be desired to secure the highest preparation for a business life, or for the higher institutions preparatory to the learned professions. But the experience of years has taught us that this is not the case. The pecuniary necessities of a large portion of the patrons of our schools require the withdrawal of very many pupils, all along the Grammar School course, even before they reach the first division of that school, for positions in our mills, offering so many inducements to this class. For such perhaps no im-

provement in our course need be suggested. Very many others too find it necessary, or think they do, before reaching the High School, to complete their school preparations for the varied clerkships and business positions presented in our city or metropolis, or the vast enterprises of our country. For this class the study of Book-keeping and of Drawing, at least in their elements, are often found pre-requisites for employment. These studies hold but a secondary place, even if introduced at all, in our present course of study. It has seemed to me that a system, so excellent as ours in most particulars, should embrace such provisions for this class of pupils, as to avoid the necessity of going to Boston, or of incurring private expense at home, for the acquisitions necessary for a successful application for business positions. We would by no means offer inducements to leave school before the entire completion of our High School course. This is none too comprehensive in this age of intelligence in the departments of business. And many a young man when too late has regretted the unnecessary abridgement of his school-day period, for business. But the cases of seemingly imperative necessity are not infrequent; and I speak of facts as illustrated by our own history, suggesting the enquiry, at least, whether some modifications as above indicated, might not meet a want thought to exist by some parents. Whether this provision should be made in the first division of the Grammar School, or in the junior year of the High School is a question admitting argument in either direction.

OUR SCHOOL BUILDINGS

I am happy to say, at a time when such provisions can be made only at an extraordinary expense, demand no special modifications or additions, beyond the suggestion already made in connection with the Oak Street School.

Damages by fire to the Newbury Street School House, much less than was feared for a time, were promptly repaired by the Committee on Public Property, at an expense of about two hundred dollars. As this fire and the repairs took place in vacation, no interruption to the school was occasioned by it.

FURNITURE.

The present, I think, will be deemed a timely occasion to call the attention of the Committee and of the patrons of our Primary Schools to the furniture of said schools. In the march of improvement, the little armed chair, with its side rack for books, which at the time of its introduction was the *ne plus ultra* for a primary seat, has become an antiquated article; no longer manufactured except to occasional order, at long intervals. The little primary desk and chair—single—and fixed to the floor, are for many reasons, a most desirable substitute. No argument would be needed to Committee, parent, teacher or pupil, who should visit our Tower Hill School, and compare its sittings with those of our other Primary Schools. The necessity having arisen for an additional number of seats in several of the schools, a sub-committee with discretionary power, placed eighty small desks in this school room, by way of experiment, thus relieving the chairs to supply other deficiencies. The advantages anticipated are more than realized, in the order and quietness of the room, in relief to the nerves of the teachers,

and the crouching weariness of the pupils. In the latter point of view—the *health*, no less than the comfort of the pupils—we think it will be found a *paying* investment. This period is ever considered the *formative* period in education, and if true of the intellectual, it is equally so of the habitual posture and form of the physical, with which the subsequent health is so intimately connected. In these respects the child is indeed the “father of the man,” and whatever in our school-room arrangements, as well as physical exercises, shall tend to counteract the stooping, contracted form, and develop the erect position and expanded chest, vastly more than compensates the small additional expense, especially when it brings relief in so many other directions. We do not recommend an entire exchange throughout our Primary Schools, at once, but as occasion demands a re-supply of seats, that the same course be adopted as at the Tower Hill School.

PHYSICAL EXERCISES.

At least a passing remark may be expected upon the physical exercises, introduced and somewhat practiced through our whole school department. The advantages of this appliance under judicious and persevering teachers, have been so often dwelt upon, that I need not here repeat.

Occasionally a parent or guardian has requested that a child may be permanently excused, alleging sometimes that the child is not strong enough, and his muscles are made sore, and sometimes that the child being perfectly well, does not need exercise, and wishes the time devoted to something else. The former excuse I deem quite invalid; for evidently the soreness of muscles in the outset is not a warning to desist, but to persevere, until that suppleness and force are secured, so necessary to the high-

est health and mental efficiency. The latter has still less claim to indulgence; for both the continuance of health and the prestige of universal compliance with requisition demand a participation in this training. Those teachers who are themselves interested and are conscientious in putting in execution the wishes of the Committee, have regularly persisted in this training, interchanged with study, and find they *save time* instead of losing it, in the discipline of the school. A few there are who *can not find time*, either for this exercise, or for an occasional "*Object Lesson*." Now we do not attribute this to indolence so much as to a want of tact in economizing time. For what is the time given to the teacher, but to develop the pupil, physically, intellectually and morally, by the best means, in the best direction, and to the highest degree? A true enthusiasm in the profession, with a little originality, will do much to overcome the want of time.

OBJECT TEACHING.

Some of the remarks made upon the topic of the preceding paragraph, in regard to the tact and practice of different teachers, are equally applicable in connection with what is technically denominated "*Object Teaching*." The Committee have expressed their conviction, that the introduction of an occasional lesson under this head would do much towards stimulating an interest in pupils of every age; in creating a habit of observation and inquiry, so necessary for all acquisition, at the same time furnishing a working capital for the mental machinery, in the shape of *ideas* thus inculcated. They have not indeed made this exercise imperative upon the teachers, by incorporating it in the course of school studies. Still I have been gratified with the extent to which it has been introduced, and although there may

be some flagging on the part of individual teachers in their enterprise in regard to it, still the good effect is obvious, and about in proportion to the enterprise and perseverance of the teacher. This subject is assuming importance in the theory and practice of our most competent educators—is advocated in our State Institutes, and has been introduced into public schools of all grades in our Commonwealth. An eye to it, on the part of our Committee will be timely.

GRADUATION AND PROMOTION.

The senior class of the Oliver High School, presented for Diploma this year, was not quite so much reduced as for a few years past. Thirteen in all—twelve for the English and one for the Classical Diploma, presented themselves for examination—which was sustained with credit, to the satisfaction of the Committee. The exercises of the graduating class in declamation, recitation and composition were equally satisfactory to a crowded audience, on the closing day of the school, after which they received the honors conferred by the Committee.

The conditions adopted this year for promotion from class to class in the High School, and from the lower grades in the Grammar and High Schools, have been found highly salutary in their influence upon the classes. For promotion from middle to senior and from junior to middle in the High School, the following standard was adopted, viz.: all who had attained during the year the average standing of ninety in deportment, and the average of the class in scholarship—ninety-five in the middle and ninety-one in the junior—were advanced to full standing without examination, the remaining members of the class, on probation.

On the same principle the promotions were made from the

first division of the Grammar to the High School. By this standard seventeen were admitted from the Oliver, and two from the South Grammar School, without examination; and ten were admitted on examination by the Sub-Committee on High Schools, making a junior class of twenty-nine.

This principle in promotion from the Middle to the Grammar Schools too, has saved to the teachers a large part of the labor of examination, and is found to operate with quite as much equity to the pupils, as the former system. Those candidates who have not reached the standard required, have the privilege of examination as formerly.

The stimulus to good behavior and diligence, from this system, has been obvious and is effective in its application by the teachers, in anticipation of the season of promotion.

The following table shows the whole number of children of the public school age—five to fifteen years—in the city on the first of May, 1863, as reported by the Board of Assessors:

In Ward 1,	-	-	-	-	-	525
“ 2,	-	-	-	-	-	685
“ 3,	-	-	-	-	-	720
“ 4,	-	-	-	-	-	770
“ 5,	-	-	-	-	-	365
“ 6,	-	-	-	-	-	319
						<hr/>
Total,	-	-	-	-	-	3384

This is an excess of seventy-four above the numbers of 1862.

The following are the official statistics for the last four years—showing the annual advance in the number of children:

1860,—Census,	-	-	3171.	
1861,	-	-	3210.	Gain, 39
1862,	-	-	3310.	“ 100
1863,	-	-	3384.	“ 74

The numerical condition of the schools, for the four terms of the year severally, is shown by the table which follows; and the subjoined statistical statements carry with them their own explanation. By the table it may be seen that our average attendance has been eighty per cent. of the *whole* number of children registered in all the schools; and about ninety per cent. of the average number belonging.

Bills passed by the School Committee for school expenditures in 1863:

For Tuition,	-	-	-	\$19,521 09
“ Janitors,	-	-	-	896 21
“ Fuel,	-	-	-	2139 04
“ Miscellaneous,	-	-	-	2030 10
<hr/>				
Total,	-	-	-	\$24,586 44

SCHOOLS.

SCHOOLS.	WINTER TERM.						SPRING TERM.						SUMMER TERM.						FALL TERM.					
	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over fifteen years.	Under five years.	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over fifteen years.	Under five years.	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over fifteen years.	Under five years.	Whole No. belonging.	Average belonging.	Average attendance.	Per cent. attendance.	Over fifteen years.	Under five years.
Oliver High School, . . .	55	51	50	98	48		50	48	523	95	46		53	47	46	98	46		53	47	46	98	46	
Oliver Grammar School, . . .	625	601	565	95	56		595	556	523	95	60		642	610	572	94	57		594	571	545	96	55	
South Grammar School, . . .	53	46	42	92	6		45	38	35	91.5	6		42	37	35	94	2		43	34	32	94	2	
South Middle School, . . .	56	48	41	85			44	36	33	91	2		37	30	26	85	1		37	30	26	85	1	
Tower Hill Middle School, . . .	30	26	20	77			40	36	31	86			37	29	28	96			36	32	26	81		
Cross Street Middle School, . . .	42	38	36	94			45	41	39	95			45	45	39	88			48	41	39	95		
Pine Street Middle School, . . .	36	31	27	86			51	42	33	79			46	41	35	85			42	37	32	88		
Franklin Street Middle School, . . .	45	37	33	89	1		51	45	41	91			46	43	40	93			59	44	40	90		
Amesbury Street Middle School, . . .	70	65	55	84			63	58	52	90			52	47	44	94			59	48	45	94		
Oak Street Middle School, . . .	47	34	30	88			40	32	29	91			43	39	35	90			43	38	35	92		
Newbury Street Middle School, . . .	46	39	38	97			38	34	33	97		1	35	32	30	93			42	34	32	90		
Elm Street Middle School, . . .	78	65	60	91		10	77	66	59	81			43	37	34	93			43	38	34	93		
Prospect Street Middle School, . . .	41	37	34	92			45	32	27	84			47	42	37	88			47	39	35	89		
Prospect Street Primary School, . . .	45	42	34	80			60	55	44	80			56	53	44	83			49	46	41	89		
Elm Street Primary School, . . .	78	63	61	97			78	68	61	89			72	7.5	59	88			77	68	64	93		
Newbury Street Primary School, . . .	100	91	80	88			90	88	76	88			80	75	69	92			85	79	74	94		
Methuen Street, Primary, No. 1, . . .	53	43	36	84			51	47	39	83			56	49	38	77			66	58	49	84		
Methuen Street, Primary, No. 2, . . .	60	50	36	72			76	52	40	76			63	59	44	74			80	61	52	85		
Oak Street Primary No. 1, . . .	48	36	33	91			58	48	47	99			47	44	40	90			60	52	48	92		
Oak Street Primary, No. 2, . . .	54	53	44	83			60	53	43	80			56	54	47	87			63	57	46	80		
Oak Street, Primary, No. 3, . . .	58	46	39	82			65	55	44	80			81	68	58	85			104	78	66	85		
Amesbury Street Primary School, . . .	93	81	65	80		4	97	92	70	77		3	86	73	66	90			98	76	70	98		
Franklin Street Primary School, . . .	94	80	66	80			90	74	70	95			97	77	64	83			92	74	64	86		
Pine Street Primary School, . . .	60	47	37	80			94	72	57	80			138	121	97	80			118	102	93	91		
Cross Street Primary School, . . .	71	65	60	92			77	71	64	90			79	73	68	93			88	82	75	92		
Tower Hill Primary School, . . .	86	78	67	85			86	79	60	75			86	83	61	73		5	100	87	70	81		
Riverside Primary School, . . .	45	39	36	87		5	50	46	41	89			47	45	42	93			50	46	41	89		
South Side Primary School, No. 1, . . .	44	40	39	94			40	37	35	94			57	47	43	90			62	51	42	83		
South Side Primary School, No. 2, . . .	108	84	81	96			117	108	91	84			144	107	86	80			110	99	82	82		
Total,	2321	2056	1835	90.5	111	19.	2377	2109	1863	89	114	9.	2426	2182	1935	89	106	5	2448	2149	1944	91	104	6

The census of children, May 1st, was three thousand three hundred and eighty-four. The largest number registered in the public schools was two thousand four hundred and forty-eight, of whom one hundred and ten were over fifteen and under five years of age. These figures show a balance of one thousand and forty-six to be accounted for as absentees, or in attendance upon private schools. Of these the Romanist Schools claim to have about one thousand.

By the last statistical tables of the State Board of Education, it will be seen that our percentage of taxable property appropriated to the support of public schools was two and one tenth mills to the dollar; giving Lawrence the rank of one hundred and twenty among the three hundred and thirty-four towns and cities of the State, and thirteen in the County.

By the same tables, our appropriation was six dollars and fifty-four cents for each child in the city between five and fifteen years; giving us the rank of fifty-one in the State, and five in the County. But this calculation includes all the children in the Romanist Schools, about one thousand. If these are omitted in the calculation, as they are not provided for in the appropriation, the amount to each child would be eight dollars and seventy-five cents, and our rank nineteen in the State and second in the County.

But these State tables are brought down only to the year 1861. The present year our actual expenditures have averaged ten dollars and eight cents for each child registered in our schools, or seven dollars each for the total number reported by the census of the city.

TRUANCY.

As an exhibit of what has been accomplished the past year, and of what I would say under this head, I make use, by permission, of the report prepared for the City Council by the Chairman of the Board of Truant Officers.

REPORT OF TRUANT OFFICERS FOR 1863.

To the City Council, Lawrence:

The undersigned, in behalf of the Truant Officers for the year 1863, begs leave to submit the following report:

The general plan adopted for the past year, is the same as that adopted for the two previous years. In order that the teachers of the several schools might cooperate intelligently with the Truant Officers, the following circular was directed to each of the teachers, by the Superintendent of Schools:

TO THE TEACHERS.

1. Whenever a pupil is absent from school, the teacher shall ascertain the cause during the same session, or at the earliest possible time consistent with his other school duties.

2. Every known case of truancy shall be reported to the Truant Officers.

3. When a pupil has been truant three times, he shall be placed in the truant class; he may be for the first or second offence.

4. Cases of absence from school known to arise from remissness on the part of the parents, may be reported to the Truant Officer.

5. Whenever, for any cause, a pupil is transferred from one school to another, notice shall be sent to the teacher who is to receive him, either directly or through the Truant Officer.

[Signed]

JOS. L. PARTRIDGE,

Supt. Public Schools.

The special duty of arresting truants and absentees from school, was devolved on Mr. C. T. CHAMBERLAIN, whose labor had been so successful in the previous year; and he was again appointed Police Officer for this purpose. Mr. CHAMBERLAIN has spent the greater part of the school hours of each day, and

much other time in the discharge of the duties of his office.

The following is the statistical report of truancy for 1862 and for 1863:

1862—	Number of truants,	153;	of absentees,	385.	Total,	538
1863—	“	“	143;	“	115.	“ 258

Thus it appears, that there have been of truants and absentees during the past year two hundred and eighty fewer than during the preceding year, two hundred and seventy fewer absentees, and ten fewer truants. We should expect to see a decrease in the number of absentees this year as the results of last year's labors; but we might have anticipated an increase of truants, considering the large number of children previously ranked as absentees, that have been placed in school, this being a class most likely to furnish truants. In this respect however we are most happily disappointed.

The less active members of the Board feel assured that this gratifying result has been secured in great measure, by the untiring energy and devotion of Mr. CHAMBERLAIN, by his promptness in answering the calls of the teachers, in following up and arresting the children, and his efforts to overcome the prejudices of parents, and to establish a correct public sentiment in regard to the necessity for the constant attendance of children at school.

They esteem the self-sacrificing labors of Mr. EATON in connection with the truant class, as worthy of unqualified commendation; he has voluntarily assumed the charge of this class in addition to his regular school duties. His skill in the management of these unfortunate, and sometimes perverse children, reflects great credit upon both his judgment and his heart.

The truant class is a necessary part of the plan adopted by the Truant Officers; obstinate truants are placed in it for a limited time; they are instructed, and subjected to wholesome, not generally severe discipline, and when they have become regular in their habits they are returned to their own schools.

The number of different members of the truant class during the year ending Dec. 1, 1863, has been seventy-two; of this

number, sixty-four, after having returned to their own schools, have continued in regular attendance, and have proved orderly scholars. Of the remaining eight, four have been sent to the class the second time, and four the third time; five of the same eight are now doing well with their own teachers; two are at work, and one has removed from the place.

It may be well to state that the same supervision has been exercised over the children attending the Catholic Schools as over those in the Public Schools. The Superintendents of those schools have most cheerfully acceded to the general plan adopted for the governance of the Officer, and he testifies to the cordiality with which they have uniformly cooperated with him.

The plan pursued by the Officer for the past two years was adopted and the responsibility assumed, that the experiment might be tried, and its practicability tested, of controlling our truants in our own city. So far, the experiment has proved eminently successful. Through the instrumentality of the special Truant Officer and the truant class, a wholesome discipline has been exercised upon a large number of children "growing up in ignorance, and having no lawful employment."

But the plan has been one of expedients. It seems to us that a suitable place should be provided in the city, perhaps in connection with the Alms-house, where this class of children, certainly the most inveterate truants and those that are without proper care in their homes, should be restrained and put to some employment in connection with a proper course of study.

In this connection, we may be permitted a word upon the duty of parents. From ample opportunity for observation, we are convinced that in the large majority of cases, truancy is a sure indication of bad management in the home; many of the truant children, indeed, have nothing that deserves the name of a home; their parents are of unsteady or dissolute habits; the children have neither proper food nor decent clothing, to say nothing of the lack of the cherishing influence of the parental affections, and they are rather to be pitied than blamed, when they break loose from the restraints of an orderly school of neatly

attired children, and seek more congenial companionship among those who are unfortunately equally vulgar and profane with themselves.

Many children acquire habits of truancy by irregularity of attendance at school; nothing is more sure to beget a disrelish for school altogether, than inconstancy of attendance. The most trifling thing will serve the child as an excuse to be absent, if the parent is disposed to yield; the circus is coming and he wants to go; the weather is hot, it is cold; it rains or it snows; the foot or the throat is sore, the head aches; the new clothes are not ready or not bought; the old shoes are repairing; some water is to be brought, some chips to be gathered; he is looking for work; a relative is in town, is expected or is to leave by a certain train, etc., etc. Let the parent be determined that nothing but the most imperative necessity shall keep his child from school, and the axe will be laid to the root of the evil.

The laws of the Commonwealth contemplate the attendance of children upon school. They forbid the employment in a manufacturing establishment of any child under fifteen years of age, who has not attended a day school at least eleven weeks within the twelve months next preceding the term of such employment, and unless he shall attend for a like period during each twelve months; they forbid the employment of any child under twelve, who has not attended school eighteen weeks. They provide that all needful regulations shall be made for the control of habitual truants and children not attending school, or without any regular and lawful employment, or growing up in ignorance.

A minor, convicted under such regulations, may be fined twenty dollars or placed in any institution of instruction, house of reformation, or other suitable situation provided for him.

Respectfully submitted,

G. A. WALTON,
for Truant Officers.

LAWRENCE, Dec. 22, 1863.

EVENING SCHOOLS.

Remarks of encomium upon this enterprise of private benevolence, as in our last Report, are no less applicable to the last Winter's school. The enterprise is still under the guidance of our City Missionary, Mr. GEO. P. WILSON, devoted to every good work, with a self-sacrificing corps of teachers equally devoted to its interests. This school, of four months continuance, from about the first of December to the first of April, is highly appreciated by a large number of young persons from fifteen years old upwards, to whom early opportunities for education were denied, and to whom the necessities of continuous manual labor forbid the privileges of the public schools.

The straightened accommodations of the last Winter compelled the rejection of a large number of applicants. In consequence, the City Government, ready to render Mr. WILSON every facility in their power, have finished off a large room in the basement of the City Hall, capable of accommodating, at present, it is hoped, all worthy applicants. In addition to this, they have appropriated one hundred dollars for incidental expenses; the tuition being rendered wholly as a gratuity on the part of the teachers. The school numbered last Winter two hundred and seventy-five, which was fifty more than ever before. It has opened at its present session with three hundred and fifty pupils and twenty-five teachers.

MIDDLE AND PRIMARY SCHOOLS.

Under our present modification of Sub-Committees of Visitation, no separate reports of these grades of our schools have been expected from, or provided by such Committees. Certainly

it is not because these schools are considered by this Committee, or our community, of less importance in our system than the higher grades. The principles and measures early adopted in School Committee in the city, shows the estimate which was placed upon the earliest stages of primary education. No stage of the pupil's course requires more skill, originality, versatility, and patient, plodding diligence on the part of the teacher, than this. The characteristics of the primary teacher will generally be observed through all the higher course of the pupil.

It has long been a requirement of the Committee, that the qualifications of our Primary School teachers should be such as to command the highest salaries paid in the higher grades of the Grammar School. Such teachers too have ever been studiously provided. The fidelity and cheerful, self-denying devotion to duty of the teachers in both of these grades, are abundantly evinced by the present condition of the schools. Not that all our middle and primary teachers, even with the same fidelity, and devotion, are equally felicitous in tact for instruction, or in winning manner in government. There is an obvious difference both in teachers and in their success. Some can so secure the good will and affection of their pupils, as by a gentle word or a look, to insure that order and attention, which the most authoritative tones and gestures on the part of others fail to secure. Still I think these schools as a whole will rank high in the comparison with those of other towns or cities.

It is the great business in these grades to arouse and give the right direction to the perceptive faculties; so to present the right objects as to elicit *thought*, and thus furnish material for the embryo growth. This a slavish adherence to *text-books* will never accomplish. It requires a discerning study of the characteristics of the pupil, a versatility and perseverance not

more necessary in any grade of instruction, so to fix and protract attention to simple objects and simple illustrations, as to give impetus to the *mind*, and not merely to secure the mechanical repetition of a verbal answer. Not that text books are to be dispensed with, but that these exercises are to be made a frequent substitute. The good effects of this system are obvious in many of our schools. I do not hesitate to say that where the teacher has most faithfully persevered in this system, there will be found less that is mechanical and more that is intelligent. I would here suggest, whether it may not be well, as a renewed expression of the wishes of the Committee in this direction, to place in the hands of each of these teachers a copy of the best book on object teaching now to be had.

I cannot refrain from once more adding, in this connection, a single word to *parents*, though the suggestion be a hackneyed one. The studies and exercises of these lower grades of school, have, it is true, less to interest the visitor than those more advanced. For this reason they are less likely to secure personal attention from strangers, or from those who have not peculiar interest in the children themselves. Such persons, and it may be unconsciously true of members of School Committee, in bestowing attention upon schools, will be likely to select those combining most to interest. Still there is no grade of schools whose teachers and pupils are more stimulated and encouraged by frequent visitation than these. If the *parents*, who have special interest in the pupils, neglect this duty, their own children are the chief sufferers. Nothing is more unaccountable, than that indifference with which most parents commit the highest interests of their children to the management of those of whose qualifications they, personally, know nothing, and of which they take so little pains to inform themselves—this to

when the pleasure and the progress of their children would be so greatly promoted by occasional visitation.

There is an evil claiming attention, principally attendant upon Primary Schools, and more especially the last year upon the Pine and Oak Street Schools. I refer to a frequent vacillation in *numbers in attendance*, difficult to be anticipated and provided for. This evil arises from the slight adherence of many children to either the Romanist or Public Schools in so near proximity, and their frequent change from one to the other. So long as it is deemed necessary by our Romanist fellow-citizens to maintain separate schools, it seems to me desirable that some principle should be mutually established to prevent such irregularity. The cordial co-operation of their authorities with the Truant Officer in the discharge of his duties, is to me an indication, that measures which should be effectual at least to mitigate this evil, might be amicably adopted.

The foregoing brief and desultory statements, upon the various topics embraced, are respectfully submitted.

JOS. L. PARTRIDGE,
Secretary and Superintendent of Schools.

The following table gives the names, present location, and salaries of the several teachers, and date of entrance into the service of the city.

Oliver High School,	Albert C. Perkins,	Sept, 1863,	\$1,200 00
" " "	Jane S. Gorrish,	Jan, 1852,	550 00
" " "	Marcia Packard,	May, 1863,	375 00
" " " (Music)	S. M. Downes,	Mc'h, 1860,	200 00
Oliver Grammar School,	George A. Walton,	April, 1848,	1,400 00
" " "	James H. Eaton,	April, 1856,	1,000 00
" " "	Mary Young,	Feb, 1854,	300 00
" " "	E. G. Macy,	Nov, 1852,	300 00
" " "	M. B. F. Brown,	Dec, 1848,	300 00
" " "	Abby Hale,	May, 1851,	300 00
" " "	S. O. Brickett,	April, 1848,	300 00
" " "	A. C. Eastman,	April, 1856,	300 00
" " "	Rachel A. Gerrish,	Jan, 1852,	300 00
" " "	A. L. Abbott,	Sept, 1858,	300 00
" " "	S. E. W. Cole,	Dec, 1857,	300 00
" " "	Sarah H. Ward,	Sept, 1862,	275 00
" " "	Charlotte Moore,	May, 1862,	275 00
" " "	Josephine Abbott,	Dec, 1863,	250 00
South Grammar School,	J. Henry Root,	Dec, 1862,	750 00
" " "	Bell M. Root,	Jan, 1863,	250 00
Prospect Street Middle School,	K. S. Marshall,	April, 1856,	300 00
Elm Street	A. W. Morrison,	Sept, 1855,	300 00
Newbury Street	Emma A. Stephens,	May, 1861,	300 00
Oak Street	Rebecca F. Doane,	Dec, 1859,	300 00
Amesbury Street	A. A. Parsons,	Sept, 1853,	300 00
Franklin Street	Rebecca Gray,	June, 1861,	300 00
Cross Street	L. J. Faulkner,	Dec, 1855,	300 00
South Side	S. A. Nelson,	Jan, 1859,	300 00
Tower Hill	E. W. Richardson,	April, 1850,	300 00
Pine Street	Sarah C. Hervey,	June, 1863,	250 00
Prospect Street Primary School,	F. Swan,	Sept, 1859,	300 00
Elm Street	Abby S. Dodge,	Mc'h, 1862,	275 00
" "	S. H. Harding,	June, 1861,	300 00
Newbury Street	H. L. Cole,	April, 1855,	300 00
" "	S. C. Morrison,	Mc'h, 1857,	300 00
Methuen Street	Lizzie C. Bailey,	Mc'h, 1858,	300 00
" "	H. E. Gault,	June 1856,	300 00
Oak Street	No. 1, F. Reed,	July, 1858,	300 00
" "	No. 2, S. A. Richardson,	Sept, 1857,	300 00
" "	No. 3, N. M. Carter,	Sept, 1859,	300 00
Amesbury Street	M. J. Wells,	June, 1852,	300 00
" "	H. L. Ambrose,	April, 1857,	300 00
Franklin Street	L. L. Gordon,	Dec, 1854,	300 00
" "	Cynthia Hawley,	June, 1861,	300 00
Cross Street	R. R. Kempton,	Mc'h, 1858,	300 00
" "	I. H. Pratt,	Dec, 1855,	300 00
" "	Vilena Mallard,	Oct, 1862,	275 00
Pine Street	L. F. Swan,	Mc'h, 1861,	300 00
Tower Hill	M. E. Cook,	Jan, 1861,	300 00
" "	Helen M. Bean,	May, 1862,	275 00
River Side	Hattie Doane,	Dec, 1863,	250 00
South Side	No. 1, Anna C. Andrews,	Sept, 1863,	250 00
" "	No. 2, C. E. Barnard,	June, 1863,	250 00
" "	" M. Thompson,	June, 1863,	250 00

The salaries of female teachers, other than those in the High School, are at the rate of two hundred and fifty dollars per annum, for the first year. two hundred and seventy-five dollars for the second year; three hundred dollars for the third and each subsequent year.

NOTE.—The above table gives the changes that were made in the location of teachers, December 1, 1863.

SOUTH GRAMMAR SCHOOL.

During the year this school has been under the management of Mr. J. HENRY ROOT. Respecting it, we cannot better express ourselves, than report the fulfillment, in a degree, of the "promise of success," and the realization thus far of the high "hopes of future prosperity," entertained by your Committee last year, under its then recently elected master.

There are many difficulties attending success here, which must be overcome before the school can be brought to that high standard desirable and which is aimed at by the teachers.

In the former part of the year, the Committee gave permission for this school to commence its morning session at an earlier hour than that at which most of the schools in the city commenced, in order to accommodate those children who were required to carry dinners to their parents in the mills. We learn that this arrangement was very successful, for much time was saved which would otherwise have been lost.

As has been the case in former years, many of the scholars have attended school only for a few successive weeks of this year, thus losing much instruction and injuring the progress of the classes with which they have been connected. We fear that this evil cannot be removed until this community is brought to a higher appreciation of the value of a thorough education.

We are glad to report that there has been only one case of truancy in this school during the year.

The average attendance of this school the present year has been ninety-two and seventy-five one hundredths per cent. Last year the attendance was ninety-one and five-tenths per cent. The gain the present year over the last, is one and twenty-five one hundredths per cent.

The number of cases of *tardiness* during the last year, and the present, are as follows :

The last year, first term, one hundred and eighty-nine ; second term, one hundred and ninety-seven ; third term, ninety ; fourth term, one hundred and twenty-four. Total, six hundred.

The present year, first term, ninety-six ; second term, forty-six ; third term, forty-nine ; fourth term, seventy. Total, two hundred and sixty-one.

After making a proper allowance for the difference in membership of the school for the two years, we find that the number of cases of tardiness the present year is only fifty-two per cent. of the number for the last year, being a gain of forty-eight per cent.

Whether this great improvement is owing wholly to the exertion of the teachers, or only in part, with a happy co-operation of the parents, it certainly is very commendable.

We have been very favorably impressed with the appearance of the school when visiting it, in noticing the harmony that prevailed throughout the school room, and the hearty co-operation of the scholars with the master.

We think that the discipline of the school is admirable. The scholars seem to render exact and cheerful obedience to every request of the teacher. It seems to be the aim of the teacher, in the first place, to secure the spirit of good order, then to attend to the minor matters which are essential to a perfect discipline. There is a very warm and close sympathy between the scholars and master, consequently there can be no necessity for severe discipline in such a school, and I learn there has been none during the year.

Great improvement has been made this year in regard to the care of the out-buildings of the school house. Since the much

needed repairs were completed, there has been no intentional de-filement of the buildings, and scarcely any injury of any kind.

At the commencement of the year, of necessity, the classification was very imperfect; but when an assistant was appointed, in accordance with the wish of the Committee, the teacher endeavored to classify the school, upon the same general plan as that of the Oliver Grammar School. There are now but five classes in this school.

The mode of instruction is such as to cause the scholars to depend upon themselves—to think correctly, independently of the aid of the teacher, to feel that their knowledge of any subject can not be measured wholly by the correctness of their daily recitations, but rather by the amount, and kind, of knowledge they have with them at all times, ready to be used in any emergency. Written examinations, prepared expressly to test the actual practical knowledge of the pupils, are frequently made. In respect to the result of such teachings, it is not our intention to speak of individual cases or classes, nor can it be fully known only after a lapse of many years.

It will require very much patient, earnest, persevering labor, before we shall see this school possessing a high degree of accurate scholarship, and this labor must be put forth in every grade of the schools in the building, or we shall fail to obtain this result in the Grammar School.

We think it is a great defect in the arrangement of our schools in the building with the Grammar School, that each school is to so great a degree independent of every other one. Each teacher has a plan of her own, without any special regard to the plan of any other in the building. It would not seem strange if the course of one teacher should at times be exactly contradictory to that of another. It is evident that however

faithful these teachers may be, the real permanent good which their pupils derive from their united labors must be much less than would be the case if each was working every day in accordance with one general plan, under the direct conduct of one mind. On account of this want of unity of plan, many children enter this Grammar School very imperfectly prepared to pursue the course of study of the school.

We think some one should have the care of all the schools in the building, and be made so truly to feel the responsibility resting upon him, that he will make it his earnest daily purpose to study the character and wants, and labor to promote the advancement of every school in the building. We therefore recommend that the master of the South Grammar School be appointed to take charge of, and be held responsible to the Committee for the character and success of every school in the building, as the master of the Oliver Grammar School is for each division in that school.

Only a few of the advantages which would result from these changes need be mentioned by us.

1. The same general system of discipline through all the schools could then be secured.

2. A much higher degree of punctuality could be secured.

3. Higher results in respect to intellectual discipline would be secured.

4. The peculiar wants of the children in this community could be more nearly met, than is the case now.

O. WHEELER, *for the Committee.*

OLIVER GRAMMAR SCHOOL.

Although the limit and crown of our school system is the High School, yet practically the education of the mass of our children ends with the Grammar School. While then this school must be theoretically a preparatory course for the High School, it should also aim to give to each of its pupils a thorough practical drill in the elements of a common school education, so far as he goes, without reference to any higher course of study.

For admission to this school, a pupil must have mastered the multiplication table to twelve times twelve, he must add and subtract, mentally, simple numbers with promptness and accuracy, spell the most complicated words of two syllables, read with tolerable fluency, and have a general knowledge of the prominent features of the surface of the earth. With these, any child may be admitted to the school without respect to age.

The regular promotions are made from the lower grade schools, and from one grade to another of this school, semi-annually, in May and November. Occasionally promotions are made at other times.

A record of the daily attendance, conduct, and scholarship of each child is kept by a system as uniform as possible with the varying estimates of different teachers. All the classes have the same number of lessons a week. Each perfect lesson entitles the pupil to a certain number of merit marks; imperfect lessons have lower marks at the discretion of the teacher, within certain limits, however, depending upon the number of recitations for the week. The conduct of the pupil is indicated by the same general system; for offences which are general, like whispering, the marking is fixed for the whole school; for such as cannot be anticipated, the marking is subject to the discretion of the teacher; this is also within certain limits. The at-

tendance is shown by simply stating the number of times the pupil has been absent, tardy, or dismissed. Neither of these three departments of the child's rank affects the other, except that his deportment is marked for neglecting to bring an excuse for absence or tardiness, and for neglecting to prepare his lesson. A record is made by the teacher of all errors at the time they occur; this is transferred to the weekly card, and is sent to the parent or guardian for his signature. This card is a medium of constant communication between the parent and teacher. By it the parent is reminded of the absence and tardiness of his child, and may learn the estimate of the teacher upon his conduct, and his rank as a scholar in the class.

Parents are invited to a close inspection of the weekly card. All the children cannot rank above the average of the class in scholarship, but by the cordial co-operation of the parents, the scholarship of the class can be advanced, the attendance much improved, and the deportment made nearly perfect.

Till within the past year, promotions have been made according to the rank of the pupils determined by a written examination; but the promotions of the last year have been made by the rank of the pupil as indicated by his weekly card. From various circumstances, it is impossible to fix a rank which shall uniformly entitle a child to advancement. For instance, if an upper grade can accommodate twenty more pupils, even though none are qualified in the next lower grade, the twenty having the highest rank in that grade may be promoted. In promoting from the Grammar Schools to the High School in May, the Committee decided to admit without examination to the High School, all whose average scholarship for the year was at or above the average of the class, whose deportment averaged ninety per cent, and who had been present nine-tenths of the school year; every two per cent. above ninety in deportment, was

allowed to cancel one per cent. below the average in scholarship. This standard has been adopted in admitting to the Grammar School from the Middle Schools, and as far as circumstances permit, in promoting from grade to grade in the Grammar School. We think the influence of this mode of advancement is most salutary upon the school. The children feel that the labor of each day, if they are faithful, is to secure their promotion, when the time shall come. Parents are enabled to estimate the probability or improbability of their children's advancement. This mode has not superseded the regular semi-annual written examinations to which the entire school is subjected. We should deem it objectionable if it did. These are still necessary for a basis for promoting, when more are to be advanced than can judiciously be put up by the cards, as well as for a proper estimate of the relative rank of the several grades of the school. They conduce in a great degree to give that harmony for which the school is distinguished, and which is so necessary for its successful operation.

Each teacher with his class occupies a room by himself, and to a certain extent labors independently; the discipline and all the details of the management of his class are in his own hands, and he is responsible for the good order and progress of the pupils in his charge. But the limit of his labor is fixed by the School Committee, who devolve the supervision upon a principal, whose duty it is to devise such general methods, make such suggestions and exercise such oversight as shall give efficiency to all. He must adopt a variety of methods to test the proficiency of the children, to stimulate both teachers and pupils, and secure unity in the operations of the various departments of the school. In this respect the supervision is complete. We believe no school is more thoroughly and wisely supervised. It is evident to the most casual observer, that the

most fraternal relations exist between the teachers, that they labor with intelligence, zeal and harmony to accomplish the specific duties of their respective departments and to advance the standard of the whole school.

The real position of each child is determined by no merely superficial examination. We know of but two ways of ascertaining the standard of a school: one is by frequent visits, questioning the pupils, and witnessing the methods of the teacher in questioning and instructing; the other is by written examinations. Both of these methods are in constant use in this school. Such visits and examinations by any of our citizens are gladly welcomed by the principal and his assistants; and we may add, that the only way of knowing the real condition of the school, the fidelity of the teachers, the methods of instruction, the general results of the system, and the proficiency of the scholars is by frequent visits to the different classes in *their usual working hours* and in their ordinary operations.

At the close of the school year, there is an annual exhibition, in which the best pupils usually take part in their best dress; but this *is not* given as an examination. There is the annual examination when the children make a hasty review of the more interesting school exercises before a few parents and friends. Some of the Committee may attend and even conduct the exercises, but an hour's interview with fifty or sixty children will but poorly test their proficiency. They are gratifying occasions to those who visit the school, but they give but little idea of its real merit and condition.

The methods of instruction pursued here, we deem generally calculated to give the child an insight into the principles and uses of what he has learned. There is no attempt to reach after things beyond the comprehension of the child. The principal esteems a few things to be important and all essential, distinct enunciation, correct spelling, accuracy and promptness in the fundamental operations in arithmetic and a legible handwriting. These are certainly fundamental; and if with these a child has learned to speak and write the language correctly, he has a better education, than one who, not having these.

has merely a superficial knowledge of many things : that is, he has what will more readily give him facility as a man in the practical affairs of life. We believe that thoroughness in the common branches is more important than a superficial acquaintance with the higher ones, and that in our practical city this school should teach pre-eminently the common *practical branches* that must be used in our daily life, not aiming to go over so much ground, as to teach thoroughly what is attempted. We always remark with pleasure the prominence given to this department of instruction, when we visit the school, and the readiness with which the pupils apply themselves to the details of this fundamental work.

The Oliver Grammar School deservedly stands high in the esteem of our citizens, and, we are confident, that more frequent visits and closer scrutiny would only show the high standard it has reached. All its operations go on so quietly, that we hardly realize what it accomplishes, how much work is done out of school by the principal and his assistants, what a pure moral influence is exerted upon the children, what habits of self-respect, of obedience, of truth, and of honor are cherished within them, and how happy they are while acquiring the rudiments of a good English education. The friends of education here are to be congratulated, that they have been able to retain for so many years the principal, known over New England as one of her most successful teachers, faithfully supported, as he has been, by the zealous and efficient sub-master and the hard-working corps of assistants, under whom the school has made such constant progress from year to year, that it is now one of the best Grammar Schools in New England.

WM. L. JENKINS, {
W. F. GILE, { *For the Sub-Committee.*

HIGH SCHOOL.

At the opening of the Municipal year now drawing to its close, our High School numbering fifty-five scholars, eighteen male, and thirty-seven female, was under the instruction of HENRY L. BOLTWOOD as Principal, and Misses JANE S. GERISH and HARRIET C. HOVEY as Assistants, and Mr. SAMUEL M. DOWNES, Teacher in Music.

At the expiration of the school year, May 8, Miss HOVEY, after seven years of cheerful and faithful labor, resigned the situation of Assistant, which was filled by the Committee in the election of Miss MARCIA PACKARD. In the early part of the first term of the school year, Mr. BOLTWOOD resigned his position as Principal, which was temporarily filled by Mr. J. H. WARD from the Theological Seminary at Andover.

At a meeting of the Committee held Aug. 5, 1863, Mr. ALBERT C. PERKINS was elected Principal, and now at the close of the Municipal year, the school under Mr. PERKINS as Principal, and Misses and GERRISH PACKARD as Assistants, and Mr. DOWNES, Music Teacher, numbers forty-nine scholars, fourteen male and thirty-five female.

At the close of the school year in May, thirteen received Diplomas of Graduation, five males and eight females, one of whom entered Harvard College and two continue their connection with the school for the purpose of completing their preparation for College.

At the opening of the school year, May 25, twenty-seven were admitted by their cards and examination of the Committee, from the advanced classes in our Grammar Schools, and in addition to these four have been received, who, moving into town were found qualified to enter existing classes, and go on with them in their studies.

The school at the present time is small. There has been the same dropping out of one scholar after another during the year, which has characterized our High School from its commencement. In numbers our school does not compare favorably with

High Schools in many towns in the Commonwealth. This arises partly from the peculiar character of our population, and the inability with many parents of continuing their children at school, after they are fitted by age and education for business employments, but principally is it owing to the longer time, we keep our children in the Grammar Schools. At the establishment of the High School the standard for admission was fixed higher than in most towns, the Committee deeming it best to make it not only in name but in fact a High School. The course of study has been from time to time changed but never with the intention of lowering the standard for admission. Should it be brought down to that fixed in many towns, we could at once double or treble the number of its scholars. The Committee have no disposition to do this, which in their opinion would be of no advantage to the High School, nor to the scholars who enjoy the benefits of our well-ordered and well-instructed Grammar Schools. The Committee regret, that our school has so few scholars, but they cannot propose for the sake of increasing the number of scholars, the doing of that which they are persuaded would be detrimental to the character and efficiency of the school.

Mr. PERKINS is very satisfactorily conducting the school as its Principal. Miss GERRISH, with her distinguished ability and success, needs no word of commendation from the Committee. Miss PACKARD is proving herself an interested and efficient teacher. Mr. DOWNE's success with his classes in Music, and which can be seen and enjoyed by any parents and friends who may visit the school during the hours appropriated to this delightful exercise, demonstrates him to be admirably well qualified for this special teaching.

Though the school has suffered for the time from the change of teachers, and does not number upon its record so many scholars as the Committee desire, we still report its present condition as well deserving our confidence and regard.

GEO. PACKARD,	}	COMMITTEE.
C. E. FISHER,		
N. W. HARMON.		

EIGHTEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF LAWRENCE,

EMBRACING

Reports of Superintendent and Sub-Committees.

1864.



LAWRENCE:
PRINTED AT SENTINEL OFFICE, ESSEX STREET.
1864.

Extract from the Records of the School Committee.

At a meeting of the School Committee held December 15, 1864, it was Voted, that the Committee adopt the Reports now submitted by the Superintendent of Public Schools and the several Sub-Committees, and present them to their fellow-citizens as the Report of this Committee; and that twelve hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
DEC. 31, 1864. }

GENTLEMEN OF THE SCHOOL COMMITTEE :

Without some system of public education a great and free people cannot long preserve their greatness and their freedom.

Massachusetts has taken the lead in modern efforts to produce such schools as shall best meet the wants of all the people.

Her constitution makes it incumbent upon the legislature to nurture and maintain her public schools, because "the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and the other United States of America," and because "wisdom and knowledge as well as virtue diffused generally among the body of the people are necessary for the preservation of their rights and liberties." Following out this injunction the legislature has provided that in every town there shall be kept by teachers of competent ability and good morals a sufficient number of schools for the instruction of all the children who may legally attend public school therein, and has given to the School Committee the general charge and superintendence of all the public schools in the town. To you, therefore, gentlemen is intrusted an interest second to no other in the community, and one upon which the future moral and intellectual condition and welfare of the city depend perhaps more immediately than upon any other.

The wisdom and completeness of our school laws are the result of the patient care and labor of statesmen and scholars who would have been an ornament to any age. So entirely is the matter placed under the charge of the School Committee, and such are the instrumentalities at their disposal, that they can make the schools very nearly what they choose to make them. And especially here, where there are no antiquated school houses, no fossil remains of a worn-out system to retard the improvements of the age, where the point of beginning with our schools was so far in advance of the position then attained in many older towns, and where this advanced position has been so well sustained by teachers and committees who have preceded us, does it become the members of this Board to review the year and compare the present condition of our schools with what it has been and what it ought to be.

The School Committee at the opening of the year was constituted as follows ;

Hon. A. J. FRENCH, Mayor, ex-officio, Chairman.

Ward 1 {	Geo. Packard,	Ward 2 {	Wm. L. Jenkins,
	John R. Rollins.		G. E. Hood.

Ward 3 {	C. E. Fisher,	Ward 4 {	Jas. D. Herrick,
	Geo. W. Garland.		C. F. Tolman.

Ward 5 {	Daniel Hardy,	Ward 6 {	Wm. Cutler,
	Milton Bonney.		W. Fisk Gile.

JOHN R. ROLLINS was chosen Secretary and Superintendent of Schools.

The following are the Sub-Committees as designated, with the Departments and Schools in charge of each, for special visitation and supervision :

Mayor,	}	Committee on the Oliver High School.
Geo. Packard,		
C. E. Fisher,		
G. E. Hood,		

Mayor,	}	Committee on Divisions 1, 2, 3 and 4 of Oliver Grammar School.
Wm. L. Jenkins,		
G. W. Garland,		
Daniel Hardy,		

Mayor, W. Fisk Gile, C. F. Tolman, John R. Rollins,	}	Committee on Divisions 5, 6 and 7 of Oliver Grammar School.
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Mayor, Milton Bonney, J. D. Herrick, Wm. Cutler,	}	Committee on South Grammar School.
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The members of the Committee from each ward were made a Sub-Committee on the Middle and the Primary Schools of their respective wards.

The Superintendent was made a member of each Sub-Committee.

Messrs. GILE, PACKARD and HARDY were re-appointed an Advisory Committee.

The Committee has held a stated meeting on the last Thursday evening of each month, and by adjournment or special call has been assembled on eleven other occasions, making in all twenty-three meetings of the Committee during the year.

MESSRS. ROLLINS, JENKINS and TOLMAN resigned in consequence of contemplated removal from the city, and seldom have the schools of the city lost more faithful and well-tried friends than Messrs. ROLLINS and JENKINS, who had long been active members of this Board, or one who manifested a more lively interest than Mr. TOLMAN during the short time he was permitted to be with us. D. SAUNDERS, JR., J. H. KIDDER, and J. BURNHAM DAVIS were chosen to fill the vacancies in the Committee, and G. E. HOOD was chosen Secretary and Superintendent of Schools.

The number of children residing in the city on the first day of May last between the ages of five and fifteen years was reported by the Assessors at three thousand four hundred and ninety-five, being one hundred and eleven more than were reported last year. There were at that time two thousand two hundred and ten of this number in the Public Schools, about nine hundred in the Roman Catholic Schools, a very few in private schools and probably not less than three hundred and fifty detained at home by sickness and other causes, employed in our

mills and elsewhere, or taking lessons of the idle and the vile as truants in our streets.

The demand for labor in our city, which has been large and constantly increasing during the year, has induced many families for want of employment elsewhere to seek a home here, and thus the number of children in each of the above classes has doubtless been considerably increased. There are at present belonging to our public schools two thousand three hundred and seventy-nine, distributed as follows :

Sixty-five in the High School, with one Principal and two Female Assistants.

Seven hundred and ninety-three in the two Grammar Schools, with two Principals, one Sub-master and fourteen Female Teachers.

Four hundred and thirty-one in ten Middle Schools, with ten Female Teachers.

One thousand and eighty-eight in sixteen Primary Schools, with twenty-four Female Teachers.

We have besides one Music Teacher, employed in the High and the South Grammar Schools.

PRIMARY AND MIDDLE SCHOOLS.

The Primary and the Middle Schools are located in different parts of the city, that they may be easily accessible to the younger scholars, and are not second in merit or importance to our other schools. In these the school life of nearly all who attend our public schools begins, and in these the school life of nearly one-half the number ends. Here mental and physical habits are formed which in most cases will continue through life. The active mind of the child fresh from its parents' care, is to be developed and strengthened, or rendered dull and feeble. The well rounded and erect form to maintain its healthful vigor or to become contracted, unhealthy and deformed.

The art of good behavior, which the law makes it our imperative duty to cause to be taught in all our public schools, can

hardly be successfully taught unless the lesson commences here. It is important therefore that these schools be watched over by parents and Committee with jealous care, and that it be made a subject of constant study how to obtain most and injure least. It is a question worthy the attention of our wisest and best men whether the child of five years, whose activity up to this time has been subject to little or no restraint, can with a reasonable hope of a well developed mind and body be condemned for the next five years to spend six hours each day for ten months in each year in the school-room, or whether shorter sessions with more frequent and longer vacations for the younger pupils would not be a wise improvement upon the present plan. The comforts in the Grammar and High School rooms, which many never enjoy, cannot make up for the discomforts of long sessions and injurious restraints in the Primary Schools, any more than the efforts of judicious and faithful teachers in the former can compensate for the evil effects of bad government and poor instruction in the latter.

Nor ought we to be more indifferent because many of the children in these schools are children of parents who do not sufficiently prize the privileges they enjoy; they are among us, will grow up with the other children of the city and do their part to mould the future of our city and country. If therefore any school-rooms should be pleasant and comfortable, if any sessions should be short and exercises varied, if any teachers should possess tact, wisdom and fidelity, those should where the younger children are.

GRAMMAR AND HIGH SCHOOLS.

The Grammar School upon the South Side has been divided into two divisions, by which means the arrangement of classes and recitations in this school is improved and the grades of the lower schools raised. This school, though small in numbers, is taking a good rank among Grammar Schools. The Oliver Grammar School is divided into seven grades in thirteen subdivisions, and furnishes to all the children of the city upon the

north side of the Merrimac River, of suitable age and qualifications, an opportunity of pursuing their studies in one of the best graded Grammar Schools in the State, and at less cost to the city than it would require to support three or four smaller schools in different parts of the city, which would of necessity be inferior in this respect. So much has been said and so much has been thought of this school in consequence of its large numbers compared with our other schools, and its superior character compared with schools of its kind, that we are in danger of forgetting that this is not the end of our school system nor the highest point to be attained in it. The citizen of Lawrence who does not allow his child to go beyond our Grammar Schools has not received all to which he is entitled and the child who stops here suffers a great loss and has begun what he has not finished.

That teacher in our schools does less for the cause of education in Lawrence than he could and ought to do, who does not upon all proper occasions urge his pupils forward and strive to keep before their minds as the point to be aimed at and only proper termination of a course of study in our public schools, a graduation from the Oliver High School.

Without this school our system would be incomplete, would fail to provide for the children of our city the means of obtaining that mental discipline, knowledge of the Natural Sciences and of History so useful and so necessary to any who desire to rise above the lowest level, or to maintain a respectable position among those of their own age, all of whom will have enjoyed advantages greatly superior to those of any former time. With this school and its course of study, so well arranged and so well conducted, the Committee can hardly go farther than to see to it that this school and all our schools of lower grade form one system and keep well up with the improvements and growing intelligence of the age.

PROMOTIONS AND STUDIES PURSUED.

Scholars are not promoted from the Primary to the Middle Schools who can not "Read fluently in Sargent's First Reader, spell readily ordinary words of two syllables, and who are not familiar with the first three sections of Walton's First Steps in Numbers."

Candidates for admission to the Grammar Schools must be able to read fluently in Sargent's Second Reader, and to spell all ordinary words correctly. They must be familiar with the first thirteen sections of Walton's First Steps in Numbers, or an equivalent, and have a thorough knowledge of the Multiplication Table and the elementary principles of Geography.

Scholars for admission to the High School must have a thorough acquaintance with Arithmetic, English Grammar, Modern Geography, the History of the United States, and be proficient in Reading, Writing and Spelling. The studies pursued are Algebra, Geometry, Trigonometry and Surveying, Natural Philosophy, Chemistry and Zoology, the Latin, Greek and French Languages, Ancient Geography, Ancient and Modern History, English Grammar and Rethoric.

OUR TEACHERS

for the most part have a just sense of the importance and responsibility of their positions and are well qualified to fill them,

The success of most is good, and that of a few is of a very high order. There have been several changes during the year. Misses MARY YOUNG, CHARLOTTE MOORE and M. B. F. BROWN of the Oliver Grammar School have resigned, and Miss RACHEL A. GERRISH, after a life of usefulness has gone to her reward. Misses M. M. CARTER of the Oak Street Primary School, and M. THOMPSON, of the South Side Primary School, have been absent during the entire year on account of sickness, and Miss S. A. RICHARDSON is now temporarily absent for the same reason.

the vacancies thus caused, some temporary changes were made

among the teachers remaining, and the places have been filled by Miss LUCY P. GREENOUGH, who was absent at the commencement of the year but has returned, and by Misses EMMA J. DOW, J. CUMMINGS, AUGUSTA E. SHEPARD, ELLEN F. SANDERS, CLARA A. HAYES, NETTIE M. GARDNER, and LUCY F. PARTRIDGE, the last of whom is at present filling as a substitute the vacancy caused by the absence of Miss Richardson.

Mr. GEORGE A. WALTON who has so long and so successfully occupied the position of Principal of the Oliver Grammar School, has leave of absence for one year, partly on account of his health, which has become impaired by long and close application to his arduous duties. Mr. JAMES H. EATON, the former Sub-master in this school is acting Principal, in the place of Mr. WALTON, and Mr. F. A. SCRUTON, a former graduate of our High School, is acting Sub-master in the place of Mr. EATON.

ELECTION OF TEACHERS.

The teachers elected at an examination in 1862 having all been employed in our schools, or having declined on account of previous engagements or other causes, a circular was sent by the Superintendent early in the Summer to all who had asked to be notified of the next examination, requesting them to present their application by letter embracing answers to the following questions, viz :

1. Where were you educated?
2. Have you ever been engaged in teaching? if so, when, where, how long?
3. Have you taught vocal music, or can you give instruction in music?
4. Let the letter be accompanied by such references or recommendations as can be readily obtained, particularly from past employers.

From the number of those who responded to this circular, the Committee made a selection of thirty-four of those whose pre-

paration, experience and success seemed to have qualified them best for places in our schools, including all the applicants from Lawrence, eighteen in number, and invited them to be present at an examination of candidates for teachers in our public schools, on Wednesday, July 27th, 1864. Thirty-two were present, and most of them passed a very creditable examination. Two other candidates who failed to receive seasonable notice of this examination were examined subsequently. From the whole number thirteen were elected to fill vacancies as they occur; of this number four are already employed. The following nine remain to be employed in the order in which their names occur, unless for special reasons this order should be changed:

ABBY B. PARKER,
EMILY F. DODGE,
ANNIE F. ABBOTT,
ABBIE S. HERVEY,

ELIZABETH R. GEORGE,
MARY D. ANDERSON,
SARAH E. TORREY,
EMILY J. DANFORTH,

CHARLOTTE M. TAYLOR.

The following were also elected substitute teachers at the same time:

MARTHA J. SHEPARD,

ADDIE C. PLUMLEY.

It is very desirable that those who seek to become teachers in our schools should have in some way especially qualified themselves for their work, and if from our own schools, that they should have completed the entire course of study in the Grammar and High Schools. And as experience is so much the best school-master, it is a question whether any persons ought to be employed without it, so long as teachers of experience and marked success can be obtained, and whether such as have not taught should not have a longer probation and smaller salary, until their superior ability as teachers is fully established.

OUR SCHOOL BUILDINGS

are most of them comparatively new and in good condition ; but they are again becoming too straightened for our wants. As was intimated in the last Annual Report, additional accommodations for the Primary School upon Oak Street were found necessary at the commencement of the Spring term, and the Presbyterian Church building on Oak street was rented by the Committee for the use of one division of this school. Without this building it would have been difficult for the Committee to accommodate this school. This arrangement is a temporary one, but answers very well for the present.

The rooms of the Oliver Grammar School are at this time so crowded that only a little more than one half of those qualified for promotion from the Middle Schools to this School at the commencement of the present term could be received, but it is thought that the promotions that will be made in the Spring from the First Division into the High School will make room for all in the Middle Schools who will then be qualified to enter this School.

The schools on Newbury and Franklin streets are rapidly becoming too crowded for their accommodations.

No extensive repairs have been made during the year. The River Side School House has been newly shingled.

The land formerly occupied by the engine house north of the Amesbury Street School House having again been given up to the use of that School, has been added to the girls' yard and enclosed, making the yards of this school the best school-yards there are upon the north side of the river, and suggesting the importance in all cases where it is possible of having the yards of sufficient size to make the school-rooms light and airy, and to furnish the children ample play room, free from the dangers of the street, and from the necessity of annoying the public travel.

As some permanent arrangement will soon be necessary to accommodate the large number of scholars in the Oak Street

Primary Schools, would it not be well for the City Government to consider whether the lot upon which the Oak Street building now stands, would not be worth more to the city for yards to some portion of the Oliver School, or for other purposes, and whether it would not be well to secure for the use of these schools some more ample lot in the vicinity?

SCHOOL FURNITURE.

The First Division of the South Primary School has been raised to a Middle School and is without desks, the children occupying the primary chairs, and have no accommodations for writing and not sufficient for their books. These chairs could be taken to supply the place of broken and worn-out ones in the Primary Schools and their place supplied by the more modern and more comfortable desks which it is to be hoped will take the place of these chairs in all the Primary Schools as fast as it may become necessary to obtain new seats. A few desks have been temporarily taken from various Middle Schools to furnish the additional seats required this term in each of the Grammar Schools.

Too much importance is not likely to be attached to the *Gymnastic Exercises* practised in our schools, with so much interest by and actual advantage to both teachers and pupils. The ever increasing facilities furnished the young for obtaining an education will be an injury if enjoyed at the expense of physical strength and vigor. The teacher of the present day must be held responsible in a great degree for both mental and physical development. By constant and every day attention to these exercises, multiplying and varying them according to the age and condition of the scholar, studying to keep up the animation of the school by such means as shall both interest and profit all its members, by occasionally communicating and explaining to the class or to the whole school an interesting fact in history, or in the natural sciences taken from books or from the observations of every day life, the teacher can often arouse the mind from the lethargy caused by too protracted attention to one thing, or too little attention to

anything in the atmosphere of the school-room, and thus enable the pupil to master a lesson in a few minutes which would otherwise have taken nearly as many hours. By these means the teachers in the lower schools may do much to counteract the evil that would otherwise result from the close confinement of the child to the order of the school-room which encroaches upon, and is in danger of preventing that activity of both body and mind, so necessary in a child to the growth of each.

VOCAL MUSIC

is very successfully taught by Mr. DOWNS in the High and South Grammar Schools and in the Oliver Grammar School by the acting Principal; those who have observed its effects upon the schools and the proficiency attained in it, and have considered the profitable enjoyment in life to be derived from it, are well satisfied we think, that the Committee have not given to the subject more prominence than it deserves. And those who have witnessed the zest it gives to the physical exercises in the Primary and Middle Schools will join with us in commending those teachers who have so generally found time and patience to teach the children to sing the songs of childhood.

THE FREE EVENING SCHOOL

for laboring people over 15 years of age, under the care of Mr. GEORGE P. WILSON, City Missionary, was commenced five years ago in Lyceum Hall, and has since been transferred to the large school room fitted up by the City Government in the basement of the City Hall. The number of those attending this school has constantly increased and the accommodations have this year been enlarged by the addition of a room for adult males, capable of accommodating from thirty to forty persons. The school has opened this term with 360 pupils, many of whom require instruction in the simplest rudiments of reading, writing and arithmetic. Some have made more advancement in earlier

days but still highly appreciate this opportunity to improve their evenings and increase their useful knowledge. It is no small tax upon those who have so freely given their services as teachers in this school, some of them for several terms, and to them the City of Lawrence owes a debt of gratitude.

At the close of the last term each of the Principals in our Schools of every grade was asked to hand to the Superintendent a statement of the general condition of his school, and of changes or improvements that have taken place during the year or that might be deemed desirable. In complying with this request the teachers, with the exception of those who were in a new position and did not feel well acquainted with its peculiarities, generally manifested a commendable appreciation of, and interest in, the peculiar merits and wants of their respective schools. Some suggestions were made which have been embodied in this Report, and others which may appear worthy of the action of this Board upon some future occasion.

I cannot perhaps better present to your consideration some of the discouragements and encouragements that our teachers meet with, than by copying here a few passages from some of these communications from the teachers of the Middle and Primary Schools.

One of the teachers says : " The frequent change of scholars is quite a discouraging feature of the school, rendering it almost impossible to properly fit a class for promotion. To illustrate: I had at the beginning of last term a class of seventeen, of whom but four remained at time of promotion ; others have joined the class to the number of twenty-two, but of the whole only nine are left. Nine left for the mill, one for the Catholic school, one for another public school, one ' minding cows,' and one is a member of the county school under the care of Mr. Carey."

Another says: " Some of the scholars have been quite irregular in their attendance, their absence oftentimes arising from very slight causes, might no doubt be prevented in a great measure by a little more care and attention on the part of parents. Tardiness has also been quite too frequent, in some instances ex-

cusable; but in many others, the only excuse given is that the bell is not heard. For the benefit of those whose hearing is so deficient it might be well to have the bell rung a little longer."

Another, "A little attention has been given to drawing and the children display much interest in it; it improves them in writing; it improves the order of the room, and would it not be expedient to devote a little more time to it, particularly as so many of the children go from the Middle Schools into the mills, and toil there, never reaping any advantages from the Grammar School?"

Another, "Many improvements are desirable. There is need of a greater love of application on the part of the scholars, a greater faithfulness and a firmer belief that the minds of the children can be moulded so as to love the substance as well as the shadow, on the part of the teacher, and occasionally words of admonition and encouragement by those who are interested in the education of the pupils in our public schools."

Others, "The condition of my school would be much better understood by actual visitation than by any written description I can give." "A gradual improvement has taken place during the year in two respects, viz: the attendance is more regular and there are fewer cases of truancy." "I think I may say that regular and punctual attendance characterizes the school. Indeed, absence or tardiness is rare without reasonable excuse. There have been but three cases of truancy, and two of these were scholars who had been residents in the city but a short time. There is very generally among the scholars a 'wide awake' interest in the exercises of the school and a commendable zeal in preparing their lessons. Physical exercise, which is practiced for a few minutes every day, has an enlivening effect." "The scholars have manifested more interest in their studies than ever before and have made commendable progress; there has been no case of truancy for five terms. The scholars generally have been very constant in their attendance, their absence from school being only occasioned by extreme inclement weather,

or sickness. We have received one hundred and thirty visits during the past year, and as many of the visitors were parents, we inferred that they were interested in the school."

"I know of no reason why my school may not be said to be in a prosperous condition, as far as I am capable of judging for myself. Everything has gone on pleasantly and harmoniously during the past year, with now and then an exception of an unruly boy to manage which is never pleasant, until towards the close of the present term, when the school increased to such a size that I sometimes had five or six more scholars than seats with which to accommodate them. This of course occasioned some confusion and did not add to the comfort either of teachers or scholars, but I have no doubt that the approaching cold weather and the promotion of my first class to the Middle School next term will entirely remove this difficulty."

"Truancy in most cases has been remedied through the efficiency of the Truant Officer."

"Cases of truancy are rare, owing in a great measure, I think, to the efforts of Mr. CHAMBERLAIN."

These selections might be continued if room permitted, and many might be made expressing the same sentiment contained in the two last upon the subject of

TRUANCY.

The uniform testimony of our teachers and the thanks of many parents whose children have been by these efforts returned to their places in the schools and made more obedient and more useful at home, ought to convince the most skeptical of the gratifying success of the efforts made during the past three years to suppress this great evil.

The following Truant Ordinance has been passed this year by the City Government and approved by one of the Justices of the Superior Court as the law requires:

SEC. 1.—The almshouse in said Lawrence is hereby established, assigned, and provided as the institution of instruction,

house of reformation or suitable place for the restraint, confinement, and instruction of any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of said city, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years

SEC. 2.—The Mayor and Aldermen shall forthwith after the passage of this ordinance and hereafter in the month of January annually appoint three or more persons to be called truant officers, each of whom alone shall be authorized in case of violation of any of the provisions of this ordinance, to make the complaint and carry into execution the judgment thereon.

SEC. 3.—Any minor in the city of Lawrence who is an habitual truant, or has not attended school in conformity to the laws of this Commonwealth, or any child found wandering about in the streets or public places in said city, having no lawful occupation or business, not attending school and growing up in ignorance, between the ages of seven and sixteen years, shall on conviction thereof be punished by a fine not exceeding twenty dollars, or be committed to the almshouse aforesaid, for such time not exceeding two years as the Justice or court trying the case may determine.

With this law faithfully executed and such additions and improvements, as may be found necessary in its practical operation, and with an efficient Truant Officer, supported by the Police department as the present officer has been, the improvement noticed by the teachers upon this subject will continue until our streets are free from habitual truants.

SALARIES OF TEACHERS.

The salaries of female teachers, other than those in the High School and first assistant in the Oliver Grammar School, are at the rate of two hundred and fifty dollars per annum for the first year, two hundred and seventy-five dollars for the second year; three hundred dollars for the third and each

subsequent year, with a temporary addition of twelve dollars and fifty cents per quarter to the salary of each female teacher, except the first assistant in the Oliver High School, on account of the present high prices.

The following table gives the names, present location, and salaries of the several teachers, and date of entrance into the service of the city.

Oliver High School,	-	-	Albert C. Perkins,	-	Sept., 1863,	\$1,500 00
" " "	-	-	Jane S. Gerrish,	-	Jan., 1852,	500 00
" " "	-	-	Marcia Packard,	-	May, 1863,	375 00
" " "	-	(Music)	S. M. Downs,	-	Mar., 1860,	200 00
Oliver Grammar School,	-	-	*George A. Walton,	-	April, 1848,	1,400 00
" " "	-	-	James H. Eaton,	-	April, 1856,	1,200 00
" " "	-	-	A. F. Scruton,	-	Oct., 1864,	700 00
" " "	-	-	S. O. Brickett,	-	April, 1848,	350 00
" " "	-	-	E. G. Macy,	-	Nov., 1852,	300 00
" " "	-	-	Abby Hale,	-	May, 1851,	300 00
" " "	-	-	S. E. W. Cole,	-	Dec., 1857,	300 00
" " "	-	-	A. C. Eastman,	-	April, 1856,	300 00
" " "	-	-	A. L. Abbott,	-	Sept., 1858,	300 00
" " "	-	-	Josephine Abbott,	-	June, 1863,	275 00
" " "	-	-	Ellen F. Sanders,	-	Sept., 1864,	250 00
" " "	-	-	Sarah H. Ward,	-	Sept., 1862,	300 00
" " "	-	-	Bell M. Root,	-	Jan., 1863,	275 00
" " "	-	-	Nettie M. Gardner,	-	Oct., 1864,	150 00
" " "	-	-	Helen M. Bean,	-	May, 1862,	300 00
South Grammar School,	-	-	J. Henry Root,	-	Dec., 1862,	800 00
" " "	-	-	S. A. Root,	-	Jan., 1859,	300 00
" " "	-	-	C. E. Barnard,	-	June, 1863,	275 00
Prospect Street Middle School,	-	-	K. S. Marshall,	-	April, 1856,	300 00
Elm Street	"	-	A. W. Morrison,	-	Sept., 1855,	300 00
Newbury Street	"	-	Emma A. Stephens,	-	May, 1861,	300 00
Oak Street	"	-	Rebecca F. Doane,	-	Dec., 1859,	300 00
Amesbury Street	"	-	A. A. Parsons,	-	Sept., 1853,	300 00
Franklin Street	"	-	Rebecca Gray,	-	June, 1861,	300 00
Cross Street	"	-	L. J. Faulkner,	-	Dec., 1855,	300 00
South Side	"	-	Anna C. Andrews,	-	Sept., 1863,	275 00
Tower Hill	"	-	E. W. Richardson,	-	April, 1850,	300 00
Pine Street	"	-	Sarah C. Hervey,	-	June, 1863,	275 00
Prospect Street Primary School,	-	-	F. Swan,	-	Sept., 1859,	300 00
Elm Street	"	-	Abby S. Dodge,	-	Mar., 1862,	300 00
" " "	"	-	S. H. Harding,	-	June, 1861,	300 00
Newbury Street	"	-	H. L. Cole,	-	April, 1855,	300 00
" " "	"	-	S. C. Morrison,	-	Mar., 1857,	300 00
Methuen Street	"	No. 1,	Lizzie C. Bailey,	-	Mar., 1858,	300 00
" " "	"	No. 2,	Lydia P. Stevens,	-	Dec., 1864,	250 00
Oak Street	"	No. 1,	F. Reed,	-	July, 1858,	300 00
" " "	"	No. 2,	Josephine Cummings,	-	Dec., 1863,	250 00
" " "	"	No. 3,	Cynthia Hawley,	-	June, 1861,	300 00
" " "	"	No. 4,	Emma J. Dow,	-	Sept., 1864,	250 00
Amesbury Street	"	"	M. J. Wells,	-	June, 1852,	300 00
" " "	"	"	H. L. Ambrose,	-	April, 1857,	300 00
Franklin Street	"	"	L. L. Gordon,	-	Dec., 1854,	300 00
" " "	"	"	Lucy P. Greenough,	-	April, 1862,	300 00
Cross Street	"	"	R. R. Kempton,	-	Mar., 1858,	300 00
" " "	"	"	J. H. Pratt,	-	Dec., 1855,	300 00
Pine Street	"	"	Lena Mallard,	-	Oct., 1862,	300 00
" " "	"	"	L. J. Swan,	-	Mar., 1861,	300 00
Tower Hill	"	"	M. E. Cook,	-	Jan., 1861,	300 00
" " "	"	"	Clara A. Hayes,	-	Jan., 1864,	250 00
River Side	"	"	Hattie Doane,	-	Dec., 1863,	275 00
South Side	"	"	Augusta E. Shephard,	-	Jan., 1864,	250 00
" " "	"	"	Lucy F. Partridge,	-	Dec., 1864,	250 00

* Absent on leave for one year.

SCHOOLS.	WINTER TERM.			SPRING TERM.			SUMMER TERM.			FALL TERM.		
	Under 5 years.	Over 15 years.	Per cent. attendance.	Average attendance.	Average belonging.	Whole No. belonging.	Under 5 years.	Over 15 years.	Per cent. attendance.	Average attendance.	Average belonging.	Whole No. belonging.
Oliver High School,	49	46	97	45	41	42	38	61	99	60	57	597
Oliver Grammar School,	672	641	95	69	517	588	52	587	95	564	577	597
South Grammar School,	15	43	87	4	63	75	5	85	88	73	81	97
South Middle School,	40	35	87	1	58	65	3	76	88	34	44	44
Tower Hill Middle School,	6	3	87		42	42	3	31	87	28	25	34
Cross Street Middle School,	44	42	88	90	37	41	46	22	94	4	4	44
Pine Street Middle School,	48	40	84	85	36	36	27	23	80	3	3	3
Franklin Street Middle School,	48	42	88	90	55	55	42	38	89	31	27	31
Amesbury Street Middle School,	52	41	89	93	6	41	42	34	92	35	43	43
Oak Street Middle School,	54	42	89	93	1	28	48	38	90	42	49	42
Newbury Street Middle School,	43	37	93	94	40	35	40	36	92	3	36	47
Elm Street Middle School,	45	43	93		45	45	40	34	90	41	39	50
Prospect Street Middle School,	31	28	80	93	35	29	37	30	92	33	39	39
Prospect Street Primary School,	46	40	82	80	7	54	81	53	88	35	32	35
Elm Street Primary School,	65	58	89	86	67	61	72	67	90	46	49	49
Newbury Street Primary School,	77	73	92		90	83	86	8	89	65	78	78
Methuen St. Primary School, No. 1,	52	45	80		63	47	49	4	85	37	93	90
Methuen Street Primary, No. 2,	73	53	84	80	86	55	69	56	82	50	50	54
Oak Street Primary, No. 1,	41	38	90		47	39	39	31	87	37	39	70
Oak Street Primary, No. 2,	50	47	85		48	43	43	36	82	31	30	39
Oak Street Primary, No. 3,	84	73	85		47	39	45	34	88	55	50	50
Oak Street Primary, No. 4,	83	66	90		64	45	63	45	8	42	42	81
Amesbury Street Primary,	97	69	92		91	80	85	68	88	71	83	95
Franklin Street Primary,	97	69	92		107	88	105	9	92	71	78	117
Pine Street Primary,	95	77	83		91	75	91	66	0	91	91	115
Cross Street Primary,	70	64	89		72	67	90	63	3	73	75	78
Tower Hill Primary,	87	74	81		80	75	90	68	77	98	82	104
River Side Primary,	52	42	83		54	46	47	36	83	80	82	48
South Side Primary, No. 1,	98	61	80	6	112	100	104	88	92	93	107	107
South Side Primary, No. 2,	81	80	78		79	79	2	73	83	83	70	65
Total,	2348	2071	86	119	1791	2248	115	2054	89	1935	2087	2415
	1832						10	1864				107

SCHOOLS.	WINTER TERM.			SPRING TERM.			SUMMER TERM.			FALL TERM.		
	Under 5 years.	Over 15 years.	Per cent. attendance.	Average attendance.	Average belonging.	Whole No. belonging.	Under 5 years.	Over 15 years.	Per cent. attendance.	Average attendance.	Average belonging.	Whole No. belonging.
Oliver High School,	49	46	97	45	41	42	38	61	99	60	57	597
Oliver Grammar School,	672	641	95	69	517	588	52	587	95	564	577	597
South Grammar School,	15	43	87	4	63	75	5	85	88	73	81	97
South Middle School,	40	35	87	1	58	65	3	76	88	34	44	44
Tower Hill Middle School,	6	3	87		42	42	3	31	87	28	25	34
Cross Street Middle School,	44	42	88	90	37	41	46	22	94	4	4	44
Pine Street Middle School,	48	40	84	85	36	36	27	23	80	3	3	3
Franklin Street Middle School,	48	42	88	90	55	55	42	38	89	31	27	31
Amesbury Street Middle School,	52	41	89	93	6	41	42	34	92	43	38	43
Oak Street Middle School,	54	42	89	93	1	28	48	38	90	40	36	40
Newbury Street Middle School,	43	37	93	94	40	35	40	33	92	40	39	40
Elm Street Middle School,	45	43	93		45	42	40	36	94	40	34	40
Prospect Street Middle School,	31	28	80	93	35	29	37	30	90	33	39	33
Prospect Street Primary School,	46	40	82	80	7	54	41	53	88	51	45	50
Elm Street Primary School,	65	58	86	89	67	61	72	67	90	60	60	78
Newbury Street Primary School,	77	73	92		90	83	86	8	89	83	83	90
Methuen St. Primary School, No. 1,	52	45	80		63	47	49	4	85	37	84	54
Methuen Street Primary, No. 2,	73	53	84	61	86	55	69	56	72	46	50	70
Oak Street Primary, No. 1,	41	38	90		47	39	39	31	89	27	37	39
Oak Street Primary, No. 2,	50	47	85		48	43	43	36	87	33	32	50
Oak Street Primary, No. 3,	84	73	85		47	39	45	34	88	30	30	55
Oak Street Primary, No. 4,	83	66	90		64	45	63	45	88	36	42	81
Amesbury Street Primary,	97	69	92		91	80	85	68	91	63	56	95
Franklin Street Primary,	97	69	92		107	88	105	9	91	73	71	117
Pine Street Primary,	95	77	83		91	75	91	93	66	81	91	115
Cross Street Primary,	70	64	89		72	67	90	62	77	73	73	78
Tower Hill Primary,	87	74	70		10	75	90	80	63	77	98	104
River Side Primary,	52	42	83		54	46	47	39	66	82	66	80
South Side Primary, No. 1,	98	61	80	6	112	100	104	88	92	73	83	107
South Side Primary, No. 2,	81	80	78				2					4
Total,	2348	2071	86	119	1791	2348	115	2054	89	1864	2057	2415
	1832						10		89			107

In conclusion I would only say that most of our schools are well accommodated and successfully managed. The condition of a few of them may be improved by the joint effort of teachers, parents and the School Committee.

Lawrence is a city of the present, without venerable records, or ancient monuments, with nothing but her industrial institutions, and her industrious population. Having the freshness of youth, with a permanent character to be established, she will become what her citizens shall cause her to be. Most of her children will be educated here, this will be unfortunate if our schools are inferior; fortunate, if they remain excellent as they now are and as she has the means and disposition to make them. To the parents and teachers of our city and to the future members of this Board we earnestly commend them.

All of which is respectfully submitted.

G. E. HOOD,

Secretary and Superintendent of Schools.

EXPENDITURES.

Bills passed by the School Committee for school expenditures in 1864 :

For Tuition,	-	-	-	-	\$21,761 30
" Janitors,	-	-	-	-	985 87
" Fuel,	-	-	-	-	3632 74
" Miscellaneous,	-	-	-	-	1688 00
Total,	-	-	-	-	<u>\$28,067 91</u>

REPORTS OF SUB-COMMITTEES.

SOUTH GRAMMAR SCHOOL.

The Sub-Committee, in presenting their report, would congratulate the residents of Ward Six, on the real progress made by this school during the past year, affording gratifying evidence, not only of the faithful and successful labors of the teachers, (in whom the Committee desire to express undiminished confidence,) but also indicating an increasing interest and co-operation on the part of the parents of the children, in the plans and efforts of the teachers to promote habits of order, obedience and industry among their pupils. If the child is allowed to be habitually lawless, disobedient and idle at home, the rules which the teacher may endeavor to enforce in school for the correction of these habits, will be of little permanent avail. The want of judicious home training, the weakness of some parents, and the indifference of others, to what will promote the welfare of their children, are obstacles which every teacher, to a greater or less degree has to contend with. And while we desire to do full justice to those parents whose interest in the school is so manifest, still, we are constrained to express the conviction, that no school in like circumstances, and made up of like material, can ever attain to a high standard of excellence. Irregular attendance, though less general than formerly, is still an evil greatly retarding the prosperity of this school. There are doubtless, cases of necessary absence and tardiness, but we have reason to fear that in a majority of instances, they are the result of indifference or negligence on the part of the parent.

By commencing the school at half past eight in the morning, the annoyance of dismissing pupils before the close of school to carry dinners to their parents in the mills, has been almost entirely done away with. Until the last year, this school consisted of but one Division; early in the year the Committee re-organized the schools in South Lawrence, making the Grammar School consist of two Divisions, the second Division being of the same grade as the seventh Division of the Oliver Grammar School, and the first Division comprising all the different grades and studies of the first six Divisions of the Oliver Grammar School.

The whole membership of the school for the year ending with the close of the last term, was ninety-one, the average membership, seventy-six and seven-tenths, average attendance, sixty-seven and seven-tenths. The whole number of scholars at the commencement of the present term, was one hundred and five; being much larger than ever before in the history of the school.

During the last half of the year, Mr. S. M. DOWNS has been employed to give instruction in vocal music, and it is evidently regarded by the pupils as one of the most pleasing and useful exercises of instruction, affording happy relief from the more laborious routine of school-room duties. We regard it as an indispensable auxiliary to the other exercises of the school, and therefore recommend its continuance.

The Sub-Committee of last year in their report, after enumerating some of the defects in the arrangement of the different schools in the building with this school, made the following recommendation :

“That the Master of the South Grammar School be appointed to take charge of, and be held responsible to the Committee for the character, and success of every school in the building, as the Master of the Oliver Grammar School is for each division of that school.”

In accordance with the above suggestion the following resolution was adopted by the School Committee :

“That the Master of the South Grammar School have the general supervision of all the schools on the South Side of the

river, subject however to the control and direction of the Superintendent and School Committee."

Subsequently in a communication addressed to the Committee Mr. ROOT asked for more explicit instructions under the foregoing resolution, whereupon, the Committee adopted the following order :

"That the Committee of the South Grammar School be authorized and empowered to confer with Mr. ROOT and carry out the idea suggested by the resolution."

The Committee in their instructions to Mr. ROOT, while fully aware, that, from the nature of these schools their supervision must necessarily be more limited and less absolute than that exercised by the Master of the Oliver Grammar School, and believing they were expressing the views of the general Committee, informed him that "as nearly as the circumstances permitted, he was expected to sustain the same relation to the other schools that Mr. WALTON did to the different divisions of his school."

Under these instructions Mr. ROOT has never assumed to interfere with the particular plan of instruction or discipline of any teacher, and we believe he has conscientiously endeavored to avoid every occasion for misunderstanding or disquietude on the part of the other teachers.

Twice during the year, every school has been examined by him, and the result shows commendable improvement, indicating higher efforts on the part of both teachers and pupils.

The Committee can see no reason to doubt that if their instructions, with perhaps some modifications, can be carried out, only a short time will be needed to show the great benefit derived by these schools, from this arrangement.

But in order to fairly test the working of the plan, we recommend, that hereafter the Ward Committee and the Committee of the Grammar School, constitute one Committee, having the general supervision of all the schools in South Lawrence.

For the Committee,

MILTON BONNEY.

OLIVER GRAMMAR SCHOOL.

Your Committee are able to state as the result of their observation, that the several divisions of the Oliver Grammar School give proof of usual prosperity, and unmistakable evidence of a better appreciation on the part of parents, of the high privilege which a full course of study, as prescribed for each division, affords to the children of our city.

There are children in our midst who are growing up vagabonds, and ignorant, who will become marauders upon society. For this the family is at fault. The school cannot well control those who are uncontrollable at home. The rules of the school should be supported in our dwellings, and your Committee state with satisfaction that our teachers meet with little opposition from parents in securing the thorough discipline observed in every department of the Grammar School.

Morality, so important that the law requires teachers to possess good moral characters, and that they shall impart sound moral instruction, receives in these schools that attention which its importance demands. All well informed persons must have observed that of late years there has been a growing disregard of law in the community. Disorder and vice are not diminishing at least. Lawlessness is rife in our city, and bad example sheds its blight on our schools, as well as on individuals; consequently to discipline a school now, requires more determination and force of character than what would suffice in former years.

Good manners and a correct deportment at all times, and in all places, are of the greatest importance, and we feel that many of our youth are sadly deficient in this respect when out of school. This appears in many ways, in rough manners, as seen at the Post Office, in the City Hall, disturbing public assemblages—in disrespectful language to their seniors—in loud talking, and boisterous laughing. False refinement is equally objectionable—what we wish to advocate is, a gentle courteous demeanor, willing

obedience to authority, and the avoidance of all ungentlemanly habits.

When an infectious disease threatens a community, every parent is on the alert to oppose it by every means at hand. Yet when baleful influences have settled like a blight on society, unfitting the mind for healthful action, there is a singular indifference shown by many. Teachers then should strive through their personal influence and example, to induce a habit of right action in all the pursuits, occupations and pleasures of children. This is realized in an eminent degree in the Grammar Schools of Lawrence.

The people of the United States, ought to have been the most vigorous and powerful race of human beings, both in mind and body, that the world has ever known. Living in a climate which permits the fullest development of all the powers of human nature—enjoying freedom—possessing an abundant supply of every thing necessary to promote mental and physical improvement, with no repressing influence, they certainly ought to reach the highest perfection of which humanity is capable. Man is a material as well as a spiritual being, and is influenced both by physical and moral causes, and all plans for his improvement should be formed from a knowledge of the laws of his moral, intellectual and physical development, and we are happy to state that the pupils of the Grammar School are daily, and judiciously exercised in a manner calculated to develop the organs of the body.

The object of study is to discipline the mind, to learn, to control the thoughts, and concentrate them upon a single subject. When this is accomplished, the mind will burn as a lens, and the scholar will be able to see into new principles, by a light of his own kindling. How is this best obtained? Surely not by generalization. Nothing but the acquiring of fixed and exact principles, and special reasoning will ever give to the scholar the power of concentration. Herein lies the success of most of our teachers.

Those familiar with the highest division of the Grammar School and with the High School, will bear us witness that they scarcely go on Essex Street without meeting some one who left the Grammar or High School without completing the prescribed course of study, simply because they did not like study and its confinement and did not appreciate the inestimable blessing of a thorough education in business life. This evil is next to truancy in its results on our schools, and should receive the attention of the School Committee, and preventive means should be used at once. The names of all such, and the cause of their leaving school, should be published in the annual report of the Superintendent of Schools. This might operate as a stimulus to further exertion. Forty-seven of the fifty-nine scholars now in the highest division of the Grammar School, intend to enter the High School, if qualified, at the commencement of another school year. It is believed that if the parents of the remaining twelve could be properly advised of the advantages of a more extended course of study, they would be willing to make greater sacrifices to secure so rich a boon for their children. Nothing but ill health should prevent any girl or boy in our city from enjoying the advantages of the perfect system of educational means which our enterprising city affords. And every one who leaves school without good reasons, should be made to feel that he lowered himself in public estimation by so doing, that he is setting a bad example for those in classes below him, and that he will never cease to regret, in later life, the inconsiderate step he is taking.

The past year affords, on the whole, a pleasant retrospect. Though we have lost some excellent teachers whose services could be ill spared, they have left us only because they had better offers, by way of salaries and partners in life. Your Committee, while they cannot avoid expressing a regret that circumstances rendered it necessary for Mr. WALTON to leave temporarily his arduous duties, to which he has devoted his energies so successfully for so many years, would say that the loss is being met in a marked degree by the success of Mr. EATON, whose associa-

tion with Mr. WALTON for years, has rendered the change less noticable.

The death of Miss RACHEL GERRISH, one of our ablest teachers, filled the hearts of all who knew her with grief and sadness, and we feel that she still lives in the fruit of her Christian example, and purity of life. Patience and hope kept her spirit unruffled and secure amid the deepest anguish, "She knew in whom she trusted" and passed peacefully to her rest.

In closing, your Committee would call upon the parents and friends of pupils to visit the Grammar School often, and mark the change in methods of teaching which has taken place during the last fifteen years. The first principles of language have been overlooked or have never, until lately, been understood by teachers of Common Schools; that letters have elementary sounds, both teachers and scholars now understand.

Grammar, as now attended to, is a very different study from what it was twenty years ago. We wish all the parents in our city, who have not heard these exercises, could have the pleasure of hearing the most common sentences which are read every day, analyzed. We think they would be happily surprised, and perhaps they would receive some instruction. At any rate we feel that such a visit would close the mouth of the fault-finder, and convince every one that the fault in cases of tardy progress lies outside of the Oliver Grammar School.

G. W. GARLAND,
For the Committee.

HIGH SCHOOL.

This school has the same teachers as last year. Your Committee find no occasion to abate anything of the commendation and confidence recorded of them in the last annual Report, but on the contrary, they would express their great satisfaction with the management of the school and with the ability, fidelity and success of all the teachers.

Mr. PERKINS, who had then recently been chosen as Principal, has fully met our highest expectations; and they deem it a matter of congratulation, that when strong inducements invited him to other positions, he was persuaded to remain with us. They believe he excels both in his teaching, and in his general management of the school, which is characterized by so much of dignity, equanimity, ease and propriety, that pupils scarcely know that they are under any governing restraint. Miss GERISH. Miss PACKARD and Mr. DOWNS have remained in their former positions, co-operating harmoniously with him, and discharging their duties to our satisfaction.

The attendance is exhibited in the following table :

	Whole No.	Av. No.	Av. At.	Per ct.	Over 15 yrs.
Winter term,	49	46	45	97	45
Spring term,	42	41	41	99	38
Summer term,	68	62	60	97	54
Fall term,	60	57	55	97	47

Eighty-five different scholars have been connected with the school during the year. The largest number at any one time, was sixty-eight,—the smallest, forty-one. Thirty-six were received in May, from the Grammar Schools, on their cards and the examination of the Committee, and four, who have come in from other towns, have been received, making the whole number, forty.

The uniform attendance of the pupils in this school is worthy of especial commendation. The per cent. of attendance for three terms is ninety-seven, and for one term it is ninety-nine, making

the average per cent. for the whole year, ninety-seven and one-half. When it is remembered that ninety per cent. is a fair average of attendance in similar schools, this high per cent. is especially gratifying and encouraging. There are at the present time sixty-five attending the school, of whom twenty-one study French, forty-eight study Latin, and four study both French and Latin.

We are gratified to be able to record that the number of pupils, during the Fall term and at the present time, is larger in proportion to the number at the beginning of the year, than in former years: also, that the number now is larger than that of the Fall term, and almost equal to the largest number of the Summer term. This number is also larger than that of last year, though smaller than that of preceding years. Last year the number was probably affected by the change of teachers, and by the influence of our national struggle, which has called some of them into the army.

Under our present efficient teachers, and with our encouraging prospects, we confidently expect that the number and success of this school will still largely increase.

We earnestly appeal to our fellow-citizens who are patrons of the school to avail themselves of its privileges, at least, till their children have completed the three years' course of study. In doing so they will add much to the interest and usefulness of the school, and confer a lasting benefit upon both their children and the city.

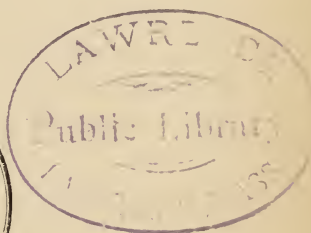
GEO. PACKARD,	}	Committee.
C. E. FISHER,		
G. E. HOOD,		

NINETEENTH
ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
CITY OF LAWRENCE,

EMBRACING

Reports of Superintendent and Sub-Committees.

1865.



LAWRENCE:
PRINTED BY GEO. S. MERRILL & CO.—AMERICAN OFFICE.
1866.

Extract from the Records of the School Committee.

At a meeting of the School Committee held December 21, 1865, it was Voted, that the Committee adopt the Reports now submitted by the Superintendent of the Public Schools, and the several Sub-Committees, and present them to their fellow-citizens as the Report of this Committee; and that twelve hundred copies thereof be printed for circulation.

SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF SCHOOLS, }
Lawrence, Dec. 30, 1865. }

GENTLEMEN OF THE SCHOOL COMMITTEE:

At the close of another year it again becomes our duty to "make a detailed report of the condition of the several public schools, containing such statements and suggestions in relation to the schools as we deem necessary or proper to promote the interests thereof."

During the past five years the public mind has been occupied with the great rebellion. Efforts to repress that and save our country, have developed an amount of energy and power which we did not suspect ourselves of possessing. The material wealth that has been cheerfully laid upon the altar of our country has astonished the world.

Intense activity in public affairs has communicated itself also to private interests. The magnitude of an operation is no longer a reason why it should not be undertaken by either public or private enterprise.

As war recedes and peace returns, it becomes of the utmost importance that this vast amount of productive energy should be exercised in developing the sources

of national power and influence for good. National character depends upon the character of the people; and a republic, at least, cannot be permanently great unless the people are virtuous and intelligent. Whatever else is wanting, each generation can supply for itself; but education and virtuous habits must generally be communicated through means provided by parents for their children.

There is, therefore, no other branch of Republican Institutions of more consequence than our schools, and no position in our city of greater responsibility, or more intimately connected with the present and future interests of our citizens, than that of those who have charge of our public schools.

ORIGIN OF COMMON SCHOOLS.

The Colony of Massachusetts was founded in 1630. In 1635 John Blackstone, the original owner of Boston, sold his right and title for £30. In the same year, at a public meeting held in Boston, arrangements were made to engage a "school master for the teaching and nurturing of children," and in 1636 Harvard College was founded, £800, twice the amount of the colony tax for a year, having been appropriated in three sums for the support of a "schoale or colledge." Twelve years later, a law was passed by which every town of fifty families was bound to maintain a school in which children should be taught to read and write; and every town of one hundred families was obliged to maintain a grammar school, the master of which should be able to qualify children for the University. At this time, says the historian, "provision had hardly

been made for the first wants of life — habitations, food, clothing, churches. Walls, roads, and bridges were yet to be built, and a desperate war with the natives had already begun.”

So important was the education of all considered for the maintenance of Christianity and civil liberty, that thus the people, in their weakness and poverty, originated a system of free schools for all classes at the public expense.

If the Puritans in their zeal were, like other earnest men, inclined to bigotry, yet to the provisions thus made by them at the outset for the religious and intellectual culture of the children of the high and the low, does Massachusetts owe to-day her exalted reputation for her public institutions, her internal improvements, her progress in the arts and sciences, her men of genius and renown.

Her system of public schools is copied in other States and other countries. Everywhere, as the people become intelligent, the institutions become liberal and free. But it is not enough to have originated the best system of public instruction. Unless we are alive to the improvements of the age, and take advantage of every facility obtained by study and experience, those who copy from us, and add their zeal to the results of our experience, will thrive while we decay.

RELATIVE POSITION OF LAWRENCE.

Lawrence was incorporated as a town in 1847 and as a city in 1853, and from the first has made liberal provision for schools for her rapidly increasing population.

The School Department of the city has perhaps been embarrassed more than any other department by the peculiar character of our population, embracing both the foreign element usually found in manufacturing towns, and the unsettled and adventuring class which seeks temporarily new towns and rapidly growing cities. But Lawrence is becoming more fixed in its character—more of her people are seeking here a permanent home. If her enterprise is not diminished as her age and wisdom is increased, she will soon have a population and a character worthy of the greatest care in this and the other departments of the City Government.

The following table shows the expenses of the School Department for the last fourteen years, and the rank of Lawrence in the County and State for the same time:

Years.	Expense of School Department.	Per Scholar.	Rank in Essex County according to amount appropriated per scholar.	Rank in the State.	Rank in the County according to per cent. of taxable property appropriated to public schools.	Same in the State.	Per cent. of taxable property appropriated to schools.	Rank in the County according to the average attendance of children in the public schools.	Same in the State.
1850	\$6,769 25	6.89	1	9	..	..	.001-66	1	19
1851	10,942 36	6.05	1	23	18	189	.001-80	2	69
1852	10,710 05	7.16	1	13	19	174	.001-83	9	165
1853	12,895 49	5.88	3	34	21	185	.002-50	20	253
1854	19,372 23	6.89	3	25	11	78	.002-60	28	311
1855	17,538 82	6.23	5	42	11	88	.003-57	16	218
1856	21,464 28	7.68	2	23	6	38	.003-66	30	292
1857	22,181 95	7.28	2	29	7	42	.003-33	25	258
1858	21,576 60	7.66	2	28	9	51	.003-16	26	278
1859	20,999 81	7.03	4	38	10	69	.002-09	26	291
1860	21,059 94	6.62	6	49	13	123	.002-10	34	333
1861	22,581 42	6.54	5	51	13	120	.002-12	34	332
1862	22,929 15	6.62	4	36	8	76	.002-25	33	320
1863	24,612 89	6.66	3	38	9	74	.....	32	316
1864	27,958 44	....	..	..	..	..	.....	..	..

resigned, and their places have been filled by Misses Anna Chandler and Charlotte M. Taylor.

Several other changes have also been made by transferring teachers from one school or division to another.

NEW TEACHERS.

The teachers elected in July, 1864, having been employed in the schools, or for some reason having declined such employment at present, an examination in reading, writing, spelling, arithmetic, grammar, geography, and the History of the United States, of twenty-nine young ladies who presented themselves as candidates for places in our schools, was held on the 12th instant, and from this number the following were elected to fill vacancies as they shall occur:—

Catharine F. Abbott, Andover.

Rubie M. Allen, Lawrence.

Laura A. Bailey, North Andover.

Ella S. Bodwell, Methuen.

Emma F. Durrell, Lawrence.

Susan George, North Wilmington.

L. Y. Kendall, Lawrence.

Mary A. Newell, Waltham.

Sarah P. Sanborn, Lawrence.

Ella M. Stiles, “

Carrie M. Sweet, “

Julia P. Tompkins, “

Adelaide Webster, “

PRIMARY AND MIDDLE SCHOOLS.

In most of the Primary and Middle Schools the teachers have continued to manifest earnestness of

purpose, and a real interest in the progress of their pupils. They have shown skill in devising, and tact in using, various methods by which young children are instructed, and at the same time relieved from the fatigue attending the observance of what are commonly understood to be the proprieties of the school room. If all our native and foreign population realized that "cleanliness is next to Godliness," and had a becoming pride in the neat and tidy appearance of their children, teaching in our lower schools would be much easier and pleasanter, and many parents might be much more highly gratified by an interest taken in their children which it is not reasonable now to expect. Some teachers, with remarkable fidelity to their high trust, have not only enforced upon the proper subjects a free use of water for the hands and face, and combs for the hair, but have called upon the parents to see if the dirty jacket could not be washed, and the torn one mended, and have been rewarded in the improved appearance and more cheerful deportment of their pupils.

There is no more responsible place in our schools, and none in which a higher order of qualifications is needed, than in our Primary and Middle Schools. Many of the children in the city never enter the schools of higher grade, and, necessarily or wantonly neglected at home, they receive here all their school instruction; all the real encouragement to be good; all the valuable social and moral influence their childhood knows; and whether they are to be useful, or worse than useless members of society, depends very much upon the manner in which they are dealt with

here. That teacher who, under favorable circumstances, cannot succeed in a primary school, could hardly expect to succeed in a school of a higher grade. Young children require much, but they are more charitable, more willing to accept kindly and well-meant endeavors, though not made in the wisest way, than older children are; hence, inexperienced but devoted teachers often succeed admirably with them, who are at first sorely tried with older pupils.

That the teachers in these schools may be able to make every possible effort to benefit their scholars, and to prevent habits of dullness and inattention from creeping upon them; that the pupils may not be too much fatigued and dispirited, the suggestion made last year is here repeated—that it might be well to reduce the school hours, at least in the Primary Schools, to five hours a day throughout the year.

PROMOTIONS AND STUDIES PURSUED.

In graded schools, where the work to be performed in each division is definitely marked out, the teacher does well to remember that the work of each division above the lowest depends upon what has gone before; and great credit is due those teachers who are careful to discover, and so far as they are able, make up for what has been overlooked in lower divisions.

Promotions from the Primary to the Middle Schools are made by examination. From the Middle to the Grammar Schools, and from one grade to another in the Grammar Schools, and from thence to the High School, promotions have for several years been made mainly by cards of the pupils as kept by the teachers.

Upon these cards both deportment and scholarship are very properly marked ; but good deportment is no sufficient reason why a pupil should enter a more advanced class, nor is bad deportment a reason why a scholar should be kept in a class below his attainments ; but because the standard of promotion has been affected by deportment, or from other causes, some pupils in our schools are suffering themselves, and discommoding others, by having been advanced to classes for which they were not prepared.

That the Committee might have the matter more fully before them, all the candidates for promotion at the close of the Fall term, and of some who had been advanced beyond their attainments, were examined, and a record made of the examination of each scholar. The promotions at that time in the Oliver Grammar School were based upon a rank obtained as follows: the rank of each scholar upon his card for the Summer term and for the Fall term, and his rank in the examination, were added together, and the amount divided by three. And perhaps the future promotions should all be based somewhat more upon an examination.

Scholars are promoted from the Primary to the Middle Schools who can "read fluently in Sargent's First Reader, spell readily ordinary words of two syllables, and who are familiar with the first three sections of Walton's First Steps in Numbers."

Candidates for admission to the Grammar Schools must be able to read fluently in Sargent's Second Reader, and to spell all ordinary words correctly. They must be familiar with the first thirteen sections

of Walton's First Steps in Numbers, or an equivalent, and have a thorough knowledge of the Multiplication Table and the elementary principles of Geography.

Scholars for admission to the High School must have a thorough acquaintance with Arithmetic, English Grammar, Modern Geography, the History of the United States, and be proficient in Reading, Writing, and Spelling. The studies pursued are Algebra, Geometry, Trigonometry and Surveying, Natural Philosophy, Chemistry and Zoology, the Latin, Greek and French Languages, Ancient Geography, Ancient and Modern History, English Grammar and Rhetoric.

TERMS AND VACATIONS.

The school year is now divided into forty weeks of term time and twelve weeks of vacation, as follows: The first vacation begins with Saturday preceding the 4th of July, and continues eight weeks; the second vacation begins with Saturday preceding the annual Thanksgiving, and continues two weeks. This vacation is followed by a term of fourteen weeks, and then there is a vacation of two weeks. The third vacation is followed by the last term of the year, extending to the Saturday before the 4th of July.

SCHOOL BUILDINGS.

The different classes in the High School having entirely outgrown the recitation rooms of the school, and the rooms of the Oliver Grammar School having become insufficient for the accommodation of that school, the City Government have purchased the lot of land next east of the Oliver School building, for

the purpose of erecting thereon a separate High School building, such as shall meet the wants of the school and be a credit to the city. If some other lot in the vicinity of the Oak Street Schools could be purchased to furnish for these schools the better accommodations which they must soon have, we think it would be a wise expenditure of money. These schools are better accommodated with school-rooms than with yards, and great annoyance to the public travel and to the residents of the neighborhood is unavoidable under the present arrangement.

The other school buildings are generally in good condition, and sufficient for the wants of the schools for which they were intended. The painting of the Prospect Street, Pine Street, and East Elm Street School Houses, now much needed, and other avoidable expenses, have been deferred on account of the present high prices of labor and materials, and that no unnecessary addition should be made by this department to the extraordinary burdens of the city during the war now happily terminated.

TRUANCY.

The urgent demand for labor in our manufacturing establishments, and the high prices of the necessities of life, compelling the poor to resort to every available honest means for a support, have, doubtless, kept from the streets during the year, many children who would otherwise have been habitual truants.

The Truant officer also has, with his accustomed zeal, ferretted out and returned to the schools in which they belonged, many who were absent without

sufficient reason, and a few have been brought before the Police Court, and disposed of as vagrants or guilty of petty crimes.

The Truant Ordinance passed last year has thus far been practically inoperative. The place established and provided as the "institution of instruction, house of reformation, or suitable place for the restraint, confinement and instruction of any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of the city, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years," has not been put in working order. The influence of the Truant officer over the younger children continues, and many such are kept in school through fear of his authority. But not so with the older ones, who need the sanction of the law brought more immediately to their attention. That there would be few, and perhaps sometimes none to be restrained and instructed in such a school, is not a sufficient reason that it should not be provided. If providing the place should prevent any of the children of the city from being suitable subjects for such a home, this would be a blessing cheaply purchased. It would, I think, be well to complete the arrangements contemplated by the ordinance, in order that the original intention may be carried out, should occasion require, and the Truant officer be thus relieved from the difficulty of enforcing a law without a practical penalty. Should the present demand for labor cease, and the children be discharged from the various places of employment in the city, we might otherwise

have occasion to feel that we had been remiss in our duty in this respect.

SALARIES OF TEACHERS.

The salaries of female teachers, except those in the High School, the first assistant in the Oliver Grammar School, and the assistants in the Primary schools, are at the rate of two hundred and fifty dollars per annum for the first year; two hundred and seventy-five dollars for the second year; three hundred dollars for the third and each subsequent year, with a temporary addition of twenty-five dollars per quarter to the salary of each female teacher, except the first assistant in the Oliver High School, on account of the present high prices.

The following tables give the names and present location of the several teachers, and date of entrance into the service of the city, and the school statistics of the year:

Oliver High School,	Albert C. Perkins,	Septemb'r, 1863
" " "	Jane S. Gerrish,	January, 1852
" " "	Marcia Packard,	May, 1863
" " "	(Music,) S. M. Downs,	March, 1860
Oliver Grammar School,	John L. Brewster,	October, 1865
" " "	*S. O. Brickett,	April, 1848
" " "	Abby Hale,	May, 1851
" " "	Ellen F. Sanders,	Septemb'r, 1864
" " "	A. L. Abbott,	Septemb'r, 1858
" " "	Mary A. Newell,	January, 1866
" " "	A. C. Eastman,	April, 1856
" " "	Josephine Abbott,	June, 1863
" " "	Elizabeth R. George,	Septemb'r, 1865
" " "	Nettie M. Gardner,	October, 1864
" " "	Augusta E. Shepard,	January, 1864
" " "	Helen M. Bean,	May, 1862
" " "	M. E. Cook,	January, 1861
" " "	Addie C. Plumley,	October, 1865
" " "	Ella S. Bodwell,	January, 1846
South Grammar School,	R. E. Harmon,	December, 1865
" " "	C. E. Barnard,	June, 1863
" " "	Sarah C. Hervey,	June, 1863
Prospect Street Middle School,	K. S. Marshall,	April, 1856
Elm Street "	A. W. Morrison,	Septemb'r, 1855
Newbury Street "	Einma A. Stephens,	May, 1861
Oak Street "	*Rebecca F. Doane,	December, 1859
" " "	L. Y. Kendall,	December, 1865
Amesbury Street "	*A. A. Parsons,	Septemb'r, 1853
" " "	Anna C. Andrews,	Septemb'r, 1863
Franklin Street "	Rebecca Gray,	June, 1861
Cross Street "	L. J. Faulkner,	December, 1865
South Side "	Lucy F. Partridge,	December, 1864
Tower Hill "	E. W. Richardson,	April, 1850
Pine Street "	Emma J. Dow,	Septemb'r, 1864
Prospect Street Primary School,	S. B. Harding,	June, 1861
Elm Street "	Abby S. Dodge,	March, 1862
" " "	Emily J. Danforth,	Septemb'r, 1865
Newbury Street "	H. L. Cole,	April, 1855
" " "	S. C. Morrison,	March, 1857
Methuen Street "	No. 1, Lizzie C. Bailey,	March, 1858
" " "	No. 2, Lydia P. Stevens,	December, 1864
Oak Street "	No. 1, F. Reed,	July, 1858
" " "	No. 2, Josephine Cummings,	December, 1863
" " "	No. 3, Cynthia Hawley,	June, 1861
" " "	No. 4, Emily F. Dodge,	January, 1865
Amesbury Street "	M. J. Wells,	June, 1852
" " "	H. L. Ambrose,	April, 1857
Franklin Street "	L. L. Gordon,	December, 1854
" " "	Anna Chandler,	January, 1858
Cross Street "	R. R. Kempton,	March, 1858
" " "	I. H. Pratt,	December, 1855
Pine Street "	Lena Mallard,	October, 1862
" " "	Charlotte M. Taylor,	Septemb'r, 1865
Tower Hill "	Sarah J. H. Ward,	Septemb'r, 1862
" " "	Clara A. Hayes,	January, 1864
Riverside "	Hattie Doane,	December, 1863
South Side "	M. Thompson,	January, 1865
" " "	Mary D. Anderson,	Septemb'r, 1865

*Absent on leave.

WINTER TERM.

SPRING TERM.

SUMMER TERM.

FALL TERM.

SCHOOLS.	WINTER TERM.					SPRING TERM.					SUMMER TERM.					FALL TERM.								
	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.
Oliver High School, -	66	65	63	97	52		60	57	56	99	46		35	67	62	86	71		38	67	62	86	71	
Oliver Grammar, -	692	672	648	96	70		661	643	622	97	53		676	613	593	96	38		579	590	536	95	47	
South Grammar, -	109	99	90	91	5		106	95	87	91	5		101	86	79	92	38		77	63	57	93	34	
South Middle, -	57	51	46	70			67	57	45	80			60	51	43	84			67	55	44	72		
Tower Hill Middle, -	44	40	36	90			44	35	31	88			34	32	29	90			35	30	26	92		
Franklin Street Middle, -	59	49	41	90			57	49	41	90			55	50	46	92			48	38	34	80		
Cross Street Middle, -	45	41	38	92			49	44	41	93			49	46	42	92			50	47	43	92		
Pine Street Middle, -	38	33	30	90			40	33	28	85			35	30	25	93			51	38	35	92		
Amesbury Street Middle, -	45	38	35	92			46	40	38	95			43	37	32	87			30	25	25	89		
Oak Street Middle, -	48	39	37	94			46	43	41	95			36	27	25	93			56	34	31	91		
Newbury Street Middle, -	48	41	37	90			40	33	32	96			38	34	32	93			36	33	30	90		
East Elm Street Middle, -	46	40	37	92			50	42	39	93			36	30	29	96			41	32	29	90		
Prospect Street Middle, -	33	31	27	87			36	31	27	87			34	31	28	90			38	34	30	88		
Prospect Street Primary, -	35	32	25	78			56	46	39	85			69	64	55	87			62	57	48	84		
East Elm Street Primary, -	70	66	57	86			88	73	67	92			90	84	75	88			90	79	71	90		
Newbury Street Primary, -	86	80	69	86			90	84	77	90			79	69	63	91			100	90	86	95		
Methuen St. Primary, No. 1, -	62	57	44	79			58	48	39	81			57	50	43	86			68	56	48	82		
Methuen St. Primary, No. 2, -	72	53	44	83			90	63	54	86			83	73	62	85			125	80	68	85		
Oak St. Primary, No. 1, -	44	38	36	94			44	38	35	92			38	36	33	92			55	45	39	86		
Oak St. Primary, No. 2, -	45	34	30	88			55	41	37	90			54	45	41	90			71	45	41	90		
Oak St. Primary, No. 3, -	45	37	33	89			64	47	40	85			50	39	30	90			72	52	46	89		
Oak St. Primary, No. 4, -	48	47	24	87			66	46	39	85			56	52	48	92			100	61	55	90		
Amesbury Street Primary, -	84	70	60	86			82	76	70	92			87	71	67	97			130	96	93	97		
Pine Street Primary, -	115	92	78	85			100	91	82	91			92	75	66	88			131	95	88	93		
Cross Street Primary, -	71	62	57	92			88	81	76	93			84	74	64	86			85	74	67	90		
Franklin Street Primary, -	107	75	57	76			120	92	71	74			87	79	62	79			109	71	57	82		
Tower Hill Primary, -	80	70	51	72			90	81	68	83			96	85	74	87			95	89	75	84		
Riverside Primary, -	48	38	34	89			48	38	36	95			39	36	33	92			40	37	34	91		
South Primary, -	91	61	49	76			114	93	77	82			112	100	79	79			118	95	95	80		
Total, - - -	2433	2154	1860	85	127	2	2555	2244	2028	89	104	3	2462	2175	1994	90	123	4	2642	2193	1986	86	128	0

FREE EVENING SCHOOL.

The sixth term of this school commenced with the first week of December, 1864, and closed with the last week of March, 1865. Its advantages were enjoyed by 425 young working people during the last winter—the largest number present being 360, the smallest, 112. Average attendance the first month, 300; the last three months, 250. The new school-rooms in the basement of the City Hall, will accommodate 300 persons to write, and will seat 360.

The present term commenced the present month, with over 300, a larger proportion than usual, about 50, being men over twenty-five years of age. Heretofore the instruction by all of the assistant teachers has been gratuitous. The present term they are to be paid a small compensation out of funds provided by the city.

When our common schools shall enjoy to the fullest extent all the advantages of which the system is capable; when our Truant school shall become a pleasant and profitable home for the children whose want of suitable employment now leads them to vice and crime, and when the Free Evening School shall allure to profitable study all the busy laborers of the city who would be benefitted thereby, then will our schools be a success, and Lawrence a city which one might well be proud to call his home.

All of which is respectfully submitted.

G. E. HOOD,

Secretary and Superintendent of Schools.

REPORTS OF SUB-COMMITTEES.

SOUTH SIDE SCHOOLS.

The schools in South Lawrence are all accommodated in one building—one Grammar school with its two divisions; one Middle school, and one Primary. When the year commenced the Grammar school was under the faithful and effective supervision and instruction of Mr. J. Henry Root, assisted in the first division by Mrs. S. A. Root, and in the second division by Miss C. E. Barnard. The Middle school was under the care of Miss Anna C. Andrews, and the Primary was taught by Miss Augusta E. Shepard and Miss Lucy F. Partridge. Mr. Root having been invited to New Haven, Conn., resigned his connection and that of Mrs. Root, with a school where they had both labored assiduously and successfully for its true and proper advancement. The work performed by both of these teachers demands the commendable acknowledgement of the School Committee, and will be gratefully remembered by both pupils and parents. Mrs. Root was not to continue long in her new field of duty. She soon sickened with a disease which terminated in death in November. The Grammar school was placed in the temporary charge of Mr.

Nathan Sargent, Miss Barnard acting as an assistant in the first division, and Miss Sarah C. Hervey assistant in the second division. At the close of the fall term, ending December 2d, Mr. Sargent, who had conducted the school acceptably to the Committee and creditably to himself, resigned. The vacancy thus occasioned is not permanently filled, Mr. Rollin E. Harmon having kindly consented to take charge of it for a few weeks of his college vacation.

The Middle school is now under the care of Miss Partridge, Miss Andrews having been transferred to a school upon the north side of the river, and the Primary is taught by Miss M. Thompson and Miss Mary D. Anderson.

This view of the year describes the changes that have occurred in the corps of teachers in the above schools. Those who have watched the progress of these schools for several years are impressed with the change that has occurred among the scholars, in the character of the material of which the schools are composed. We see a different class of children from what we once saw; children more anxious to attend school, and whose parents are more desirous that their children should avail themselves of all the educational privileges with which they are favored. There are, consequently, more regular attendance, more orderly deportment, fewer occasional or habitual truants; the children themselves are interested in their studies, and at the annual examinations of the schools the rooms are crowded with interested spectators and hearers. We hope that in all these particulars the marked improvement will continue, and that we may soon find

one who shall take the Principalship of the Grammar school, who will equal in all the essentials of a good teacher, any who have preceded him.

For the Committee.

GEORGE PACKARD.

OLIVER GRAMMAR SCHOOL.

This school, of about seven hundred scholars, is arranged in seven divisions, under one principal with thirteen assistants.

Mr. Geo. A. Walton, having been Principal of this school for sixteen years with eminent success, has resigned, and Mr. John L. Brewster, who has been Sub-Master since the first of October last, assumes the position of Principal at the opening of the year.

The Committee, upon accepting Mr. Walton's resignation, unanimously adopted the following resolutions:

Resolved, That the School Committee express to Mr. George A. Walton the obligations of the School Department and the citizens of Lawrence, for his earnest, faithful, and long continued efforts as Principal of the Oliver Grammar School.

Resolved, That his term of service, commencing in April, 1848, and now closed at his own request, and embracing almost the whole existence of our municipality, has been signally marked by devoted activity, on his part, for the mental and moral improvement of our children and youth, and on the part of the citizens, and friends of education, by their unwavering confidence and affectionate regard for him.

Resolved, That the Committee express to Mr. Walton upon his retirement from service, their best wishes for his highest happiness and greatest success in all the future labors and changes of life.

There have been more changes in teachers in this school during the year than ordinarily occur in the same space of time; yet, notwithstanding the disadvantages usually attendant upon such changes, the condition of the school is good, the teachers are efficient and the rank of the several grades is well maintained. The teachers now in the school are so faithful and co-operate, so cordially in their efforts for the advancement and real good of all their pupils that no well disposed and faithful scholar can fail of making commendable progress, and of being promoted from one division to another as rapidly as is consistent with his own good.

Teachers and scholars are alike interested in and stimulated by the visits of parents and friends to the school, and those most interested in the progress of their children are well repaid for an occasional hour spent in the school-room.

One hundred and two scholars were admitted to this school at the commencement of the present term from the middle schools, and nearly every seat is occupied in all of the rooms. Should the city prosper for a few years to come as it has during the past few years, this school will need the room to be vacated by the High School as soon as the new building for that school is ready for occupation.

For the Committee.

H. N. BUTMAM.

HIGH SCHOOL.

LAWRENCE, Dec. 21, 1865.

GENTLEMEN OF THE SCHOOL COMMITTEE:

The sub-committee on the Oliver High School submit the following report:

There has been no change of teachers in this school during the year, and we deem it a matter of congratulation that this corps of teachers, distinguished for their industry, ability, and general success, still remains unbroken.

The following table will show the attendance during the year.

	Whole No.	Average No.	Av'ge Attend.	Per cent.	Over 15 yrs.
Winter term,	66	64.5	62.6	97	52
Spring term,	60	56.9	55.5	97	46
Summer term,	95	91.7	89.8	98	82
Fall term,	83	79	77.4	98	71

From this table it appears that the former high reputation of the school for punctuality of attendance is still preserved, the average for the year being 97.74 per cent. There have been one hundred and one different scholars in the school during some portion of the year. The greatest number at any one time was ninety-five; the smallest, sixty. Fifty-three were received from the Grammar schools in May. No others have since been received.

From our experience and observation we are deeply impressed with this truth, that persons having charge of the advancement of scholars from one school to another, or from one division to another in a graded school cannot well be too careful not to advance any

beyond their real qualifications, as such advancement is a material injury to the scholar as well as to the school or division receiving him.

The Committee are much gratified with the increasing interest of the citizens in this school, manifested by the increased number attending, being greater than ever before. Yet, if the rich and inexpensive facilities which it affords for acquiring a good practical education and a thorough preparation for a collegiate course were duly appreciated, would not the number participating in its advantages be still very largely increased? Do the citizens of Lawrence realize that their High School furnishes better facilities for the education of their sons and daughters than most, not to say any, of the academies of the land? If they did would there not be many more of their sons availing themselves of the rich privileges it offers at their doors? Until many more of our young men are found accepting the offers which it continues to urge upon them from year to year, almost, literally, without money and without price, the intelligent and educated of country towns, that can have no such schools, will never cease the expression of their surprise. Many a young man from the country pays, most cheerfully, the earnings of his hardened hand for privileges which our sons apparently despise.

We earnestly commend this school to our fellow citizens, its patrons, as our brethren have done before us.

All of which is respectfully submitted.

For the Sub-Committee.

N. W. HARMON.

TWENTIETH

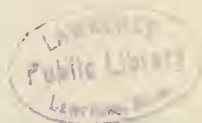
ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF LAWRENCE,



EMBRACING

Reports of Superintendent and Sub-Committees.

1866.



LAWRENCE, MASS.:

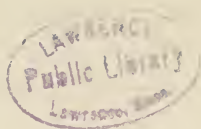
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1867.

Extract from the Records of the School Committee.

At a meeting of the School Committee held December 20, 1866, it was voted that the Committee adopt the Reports now submitted by the Superintendent of the Public Schools, and the several Sub-Committees, and present them to their fellow-citizens as the Report of this Committee.

G. E. HOOD, *Secretary.*



SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT, }
LAWRENCE, December 20, 1866. }

GENTLEMEN OF THE SCHOOL COMMITTEE :

The laws of the Commonwealth of Massachusetts relating to the public schools, provide with great care and minuteness of detail for the education of the entire population, and entrust the execution of these provisions to committees chosen for this purpose in every city and town in the State. These laws also conform to the great idea of republican institutions in requiring the school committees, annually, to make and cause to be printed for the use of the people, reports upon the condition of the public schools, and statements and suggestions for their improvement, that the people, by whom and for whom the committees are chosen, may understand how they have performed the duties assigned them.

The cause of education is among the first objects of public interest.

The intelligence or ignorance of the common people very nearly determines, not only the moral and social condition, but the order and quiet of any community, and the value of property in any neighborhood.

A short-sighted and narrow policy in the management of the public schools, will narrow and diminish all that is valuable in any place or country, while a liberal, yet prudent and far-seeing policy will increase it.

Lawrence has the largest population of any town or city in Essex county, and it is the fourth in rank in the county and the forty-second in the State in reference to the sum appropriated to the schools for each child between five and fifteen years of age. The per cent. of the valuation appropriated to schools last year was two mills and twenty-eight hundredths of a mill on a dollar, making the rank of the city in this respect, the twelfth in the county and the ninety-sixth in the State.

The law not only requires the school committee to provide teachers and school books, and suitable places for the public schools when there are no school houses, keep the school houses in good order, provide fuel and all other things necessary for the comfort of the scholars therein, but imposes upon the committee constant supervision of the schools, as follows : —

“ The school committee, or some one or more of them, for the purpose of making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town on some day during the first or second week after the opening of such schools, respectively, and also on some day during the two weeks preceding the closing of the

same; and shall also for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in town once a month, and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars therein."—GEN. STAT., CH. 38, SEC. 26.

This law provides for six hundred and eighty-eight regular visits to schools in the city during each year, besides the large number of irregular visits that various exigencies require.

The School Committee for the year has been composed as follows : —

PARDON ARMINGTON, Mayor, ex-officio, Chairman.

WARD ONE.

GEORGE PACKARD,
H. L. SHERMAN.

WARD TWO.

GILBERT E. HOOD,
N. W. HARMON.

WARD THREE.

GEO. S. WEAVER,
J. C. BOWKER.

WARD FOUR.

L. J. HALL,
GEO. A. FULLER.

WARD FIVE.

DANIEL HARDY,
H. N. BUTMAN.

WARD SIX.

CALEB SAUNDERS,
M. C ANDREWS.

GILBERT E. HOOD, Secretary and Sup't of Schools.

At the opening of the year, the Sub-Committees and Teachers were arranged as follows:—

ADVISORY COMMITTEE—GEO. PACKARD, H. L. SHERMAN, N. W. HARMON.

<i>Sub-Committees.</i>	<i>Schools.</i>	<i>Teachers.</i>
GEO. PACKARD, N. W. HARMON, C. SAUNDERS,	High,	{ ALBERT C. PERKINS, Miss J. S. GERRISH, Miss M. PACKARD.
	Division 1,	{ JOHN L. BREWSTER, *Miss S. O. BRICKETT,
G. S. WEAVER, DANIEL HARDY, H. L. SHERMAN,	Oliver Grammar, " 2,	{ Miss ABBY HALE.
	(4 upper Div.) " 3,	{ Miss E. F. SAUNDERS.
	" 4,	{ Miss M. A. NEWELL,
	" 5,	{ Miss A. L. ABBOTT.
	" 6,	{ Miss A. C. EASTMAN,
	" 7,	{ Miss J. ABBOTT.
J. C. BOWKER, G. A. FULLER, H. N. BUTMAN,	Oliver Grammar, " 6,	{ Miss E. R. GEORGE,
	(3 lower Div.) " 7,	{ Miss N. M. GARDNER.
		{ Miss A. E. SHEPARD,
		{ Miss H. M. BEAN.
		{ Miss M. E. COOK,
		{ Miss A. C. PLUMLEY,
		{ Miss E. S. BODWELL.
GEO. PACKARD, L. J. HALL, N. W. HARMON, C. SAUNDERS, M. C. ANDREWS,	South Grammar, - - -	{ ROLLIN E. HARMON,
	South Middle, - - -	{ Miss C. E. BARNARD,
	South Primary, - - -	{ Miss S. C. HERVEY.
	Prospect Street Middle, -	{ Miss L. F. PARTRIDGE.
	Prospect Street Primary, -	{ Miss M. THOMPSON,
GEO. PACKARD, H. L. SHERMAN,	Methuen Street Primary, -	{ Miss M. D. ANDERSON.
	Newbury Street Middle, -	{ Miss K. L. MARSHALL.
	Newbury Street Primary, -	{ Miss S. H. HARDING.
		{ Miss E. C. BAILEY,
		{ Miss L. P. STEVENS.
		{ Miss E. A. STEPHENS.
		{ Miss H. L. COLE,
		{ Miss S. C. MORRISON.
G. E. HOOD, N. W. HARMON,	Elm Street Middle, - -	{ Miss A. W. MORRISON.
	Elm Street Primary, - -	{ Miss ABBY S. DODGE.
	Oak Street Primary, No. 4,	{ Miss E. J. DANFORTH.
	Oak Street Middle, - -	{ Miss E. F. DODGE.
		{ *Miss R. F. DOANE,
		{ Miss L. Y. KENDALL.
		{ Miss F. REED,
G. S. WEAVER, J. C. BOWKER,	Oak St. Primary, Nos. 1,2,3,	{ Miss J. CUMMINGS,
	Amesbury Street Middle, -	{ Miss C. HAWLEY.
	Amesbury Street Primary,	{ *Miss A. A. PARSONS,
		{ Miss A. C. ANDREWS.
		{ Miss M. J. WELLS,
		{ Miss H. L. AMBROSE.
	Pine Street Middle, - -	{ Miss E. J. DOW.
	Pine Street Primary, - -	{ Miss LENA MALLARD,
L. J. HALL, G. A. FULLER,	Cross Street Middle, - -	{ Miss C. M. TAYLOR.
	Cross Street Primary, - -	{ Miss L. J. FAULKNER.
	Franklin Street Middle, -	{ Miss R. R. KEMPTON,
	Franklin Street Primary, -	{ Miss I. H. PRATT.
		{ Miss REBECCA GRAY.
		{ Miss L. L. GORDON,
DANIEL HARDY, H. N. BUTMAN,	Tower Hill Middle, - -	{ Miss ANNA CHANDLER.
	Tower Hill Primary, - -	{ Miss E. W. RICHARDSON.
	Riverside Primary, - -	{ Miss S. J. H. WARD,
		{ Miss C. A. HAYES.
		{ Miss HATTIE DOANE.

*Absent on leave.

The Mayor and Superintendent of Schools were made members of each Sub-Committee.

TEACHERS.

There have been but few changes in the corps of teachers during the year. Mr. J. K. Cole, Principal of a grammar school in Bradford, has been elected Principal of the South Grammar School, and has entered upon the duties of that position.

Misses L. Y. Kendall, Abby S. Dodge, and Emma J. Dow, each enjoying the esteem of their pupils and fellow teachers, and the confidence of the Committee, have resigned,—the first to be in her new and happy home but two weeks, before she was called to her reward. Misses Brickett, Doane and Parsons, who were absent with the consent of the Committee, at the commencement of the year, have returned. A new class has been formed in the Oliver Grammar School, which is at present under the care of Miss Carrie M. Sweet. An assistant has become necessary in the Methuen Street Primary, No. 2, and in the South Middle School.

Mr. S. M. Downs has resigned his position as teacher of singing in the Oliver High School, and Mr. Reuben Merrill has been elected as teacher of vocal music in both the Oliver High School and the Oliver Grammar School.

The other teachers remain the same as last year, and are generally successful, though not all equally so. At the last annual election of teachers, there were a few cases that had been for some time under the careful consideration of the Committee, yet it was thought that in each case there was sufficient merit to justify a re-election, and in the cases which seemed at first to be most doubtful, the Committee were gratified to find so much to approve of and commend.

Miss Sarah E. Torrey, elected in July, 1864, and Misses Catherine F. Abbott, Rubie M. Allen, Laura A. Bailey, Emma F. Durrell, Susan George, Sarah P. Sanborn, Ella M. Stiles and Julia P. Tompkins, elected in December, 1865, Miss Clara E. Glover, elected upon graduating from the High School in the classical department in 1865, and Miss Mary L. McLanathan, elected under the same circumstances this year, are yet unemployed, except temporarily, in our schools.

SCHOOL CHILDREN.

The number of children between the ages of five and fifteen years, on the first day of May last, was reported by the assessors to be, in

Ward 1,	666
2,	832
3,	813
4,	887
5,	446
6,	382

Making in all,	4,026
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This is an increase over the number reported last year of 413, and a gain in every ward except in Ward One, where there is probably a mistake, either in reference to the number reported last year or this year, as the schools in that ward have been through the year larger than ever before.

In May, the number in the public schools was 2,515.

In the Roman Catholic and other private schools, about 1,000.

There are at present in the public schools 2,658.

SCHOOL CHILDREN EMPLOYED IN MANUFACTURING
ESTABLISHMENTS.

Chapter 272 of the General Laws, passed by the Legislature the present year, provides as follows : —

SECT. 1. No child under the age of ten years shall be employed in any manufacturing establishment within this Commonwealth, and no child between the age of ten and fourteen years shall be so employed, unless he has attended some public or private day school, under teachers approved by the school committee of the place in which such school is kept, at least six months during the year next preceding such employment; nor shall such employment continue unless such child shall attend school at least six months in each and every year.

SECT. 2. The owner, agent, or superintendent, of any manufacturing establishment, who knowingly employs a child in violation of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence.

SECT. 3. No child under the age of fourteen years shall be employed in any manufacturing establishment within this Commonwealth, more than eight hours in any one day.

SECT. 4. Any parent or guardian who allows or consents to the employment of a child in violation of the first section of this act, shall forfeit a sum not exceeding fifty dollars for each offence.

SECT. 5. The governor, with the advice and consent of the council, may, at his discretion, instruct the constable of the Commonwealth and his deputies to enforce the provisions of chapter forty-two of the General Statutes, and all other laws regulating the employment of children in manufacturing establishments, and to prosecute all violations of the same. [*Approved May 28, 1866.*]

The law previously existing and still remaining in force, provides that children between the ages of fourteen and fifteen years,

“Who have resided in this State six months, shall not be employed in a manufacturing establishment unless, within twelve months next preceding the term of such employment, they have attended some private or public day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks; and unless they shall attend such a school for a like period during each twelve months of such employment.

The owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or

town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures."—GEN. STAT., CH. 42, SEC. 1 AND 2.

The law passed this year makes it impracticable for the mills to employ any children under fourteen years of age without a change in the mill hours, or an employment of two sets of hands, one of which would generally be idle and in the streets one half of each day, if they could not be in the schools. As it would be an inconvenience to the mills, and a hardship to many families, to exclude these children from all employment in the mills, and as it seems better to have but one rule, if possible, for children under fifteen and those under fourteen years of age, the School Committee, after conference with the agents of our mills, have arranged, as an experiment, to have all children under fifteen years of age who are employed in the mills, work one half and attend some one of our public schools the other half of each school day.

The agents of all the mills have expressed a willingness to co-operate with the School Committee in carrying out this plan, which makes it more convenient for the mills to conform to the spirit of the law in the employment of children, and at the same time relieves many cases of hardship in poor families, and provides for the education of their children. The plan went into operation at the commencement of the present term, and it is expected that all the mills will conform to it as soon as they can obtain children to alternate with those now employed.

The children will attend the public schools in the districts where they reside, unless otherwise directed by the School Committee, and an arrangement is

made by which the overseer and the teacher each knows, on Monday, whether the child has been the previous week in the proper place or not upon the half days he is not with them.

A card, with blanks like the sample here given is provided:

A Half-Day Scholar, residing at

Has been a member of School, in the noons of the Week ending 186 .	TEACHER.	Has been a laborer in the Mills, in the noons of the Week ending 186 .	OVERSEER.
---	----------	---	-----------

This Card is kept by the Teacher, signed by her, and given to the scholar every Monday, and taken to the Overseer and signed by him, and returned to the Teacher the next day.

If absent any week, for a sufficient reason known, the Teacher or Overseer, instead of writing their names, write the reason; if the reason is not known, they leave the blank unsigned.

PRIMARY AND MIDDLE SCHOOLS.

The city is now laying the foundation for a large brick building for the use of the High School, intending to erect thereon such a building as shall meet the present and prospective wants of the school, and be an ornament to the city for many years to come.

This foundation, unless excavations are made to a great depth, must be laid upon sand. It will be mostly buried in the earth, and few who look upon and admire the appearance of the building will see this work or think of the workman, yet it will be the most important part, and upon it will depend the safety and the permanence of the entire structure.

The relation of our Primary and Middle Schools to the Grammar and High Schools may be compared to the relation of this foundation to the superstructure that is to be built thereon.

So large a proportion of the children in these schools belong to parents who have no fixed home in our city, but move from place to place as employment offers, and so many of the children themselves alternate between the mills and the schools, and between private and the public schools, that the teacher in endeavoring to lead them to acquire the rudiments of a substantial education is almost like the builder placing his foundation in the quicksands. Many efforts must be made and many a day of toil and weariness passed with but little apparent progress made. Again, the teachers labor long and faithfully, and from day to day are pleased with the desirable result attained, yet the public takes but little notice of their work. Shall we say, therefore, that this instruction and the character and qualifications of these teachers are of but little consequence?

Far from it. As in an edifice, so in an education; if the foundation is defective, all is defective; if the foundation is good, so much, at least, of real value has been gained. It is very important that the ideas first obtained and the habits first formed should be correct, and that the teachers in the lower schools should be well informed persons, of mature judgment and good character. They should be faithful, earnest and untiring, and their habits of thought and deportment should be worthy of the imitation of their pupils.

That most of our teachers in the Primary and Middle Schools come near and are striving to reach this standard, is saying in their praise all that need be said.

These schools are now, most of them full, some of them crowded; the arrangement for half day scholars

will considerably increase the labor of these teachers, and when we consider how fatiguing the confinement is to the small scholars, how wearing it is to the teacher to be surrounded by from forty to sixty little ones so full of activity, and with so many wants, and how necessary it is that a cheerful animation should be kept up during school hours, it seems to us, as previously suggested, that less harm and more good would result if the length of the sessions in the Primary Schools should be reduced so as to extend from 8.30 to 11 o'clock in the forenoon, and from 2 to 4.30, or from 1.30 to 4 o'clock in the afternoon, continuing but five instead of five and a half or six hours in the day. If this cannot well be done, the teachers can do much to relieve the pupils, if not themselves, from weariness, by continuing to have short and frequent exercises in singing and gymnastics.

The rules of the School Committee require that teachers should be in their rooms fifteen minutes before the time of opening school, and while it is important that this rule should be observed in all the schools, it is especially important in these schools; that the teacher may, personally, see that everything is ready for the quiet and orderly commencement of the school punctually at the time appointed,—and no small scholar especially should be obliged, upon any cold or stormy day, to remain at the door a moment after the time that the teacher should be there. There has been some carelessness upon this subject, which will of course, be corrected.

It is also as important in these as in any of our schools, that the janitors should be faithful and efficient, that the rooms should always be neat and tidy,

well ventilated, and in cold and inclement weather, well warmed and comfortable at the time the teacher should arrive at the room. If necessary the compensation of janitors should be increased, and more definite rules made and enforced upon this subject. Much discomfort is caused to the schools, much annoyance is given to the teacher, and much trouble to the Superintendent and Committee, by the imperfect performance of this branch of the school service. There are, however, in the city, janitors to whom much credit is given, and of whom no complaint is made. Whenever from accident, or inefficiency on the part of the janitor, the school room is not in good condition at the proper time, it is expected of the teachers that they will, if possible, correct what is wrong for the time being, and either by an early interview with the janitor satisfy themselves that the same will not be likely to occur again, or report the case to the Committee.

It is the duty of the janitors to report at once to the Committee or Superintendent anything that is wrong about the school buildings or yards; it is also the duty of the teachers to see that this is done, either by the janitors or themselves. The educational influence of the gentlemanly and lady-like appearance and manners of the teacher, and of the neat and tidy appearance of the school rooms, out-buildings and yards, should not be forgotten or neglected.

THE SCHOOL YEAR.

The school year consists of forty weeks, and is divided into three terms; the first term commences in

eight weeks from the Monday following the Saturday before the fourth day of July, and continues till the Saturday before the annual Thanksgiving. The second commences in one week from the Monday after the annual Thanksgiving, and continues fourteen weeks. The third commences after another vacation of two weeks, and continues until the Saturday preceeding the fourth day of July. The schools do not keep Wednesday and Saturday afternoons, Washington's birthday, Fast day, and Christmas day, nor on Saturday of the last week in each term.

PROMOTIONS.

Promotions are made the middle of the second term, and at the close of the year. The present year all candidates for promotion have been examined and the promotions made upon a standard obtained by considering the rank in examination as one, the rank in deportment one, and the rank in daily recitation as two, and adding these several ranks together and dividing by four. Doubtful cases and all cases of complaint by the parents because their children were not promoted, have been referred to and decided by the Sub-Committees of the different schools.

Scholars will hereafter be promoted to the High School semi-annually, and those promoted to this school in the middle of the year, will pursue for the remainder of that year, studies to be assigned by the School Committee, which are not in the regular course heretofore adopted for the High School.

No child from without the city is admitted to the public schools, except by a special permit from the

School Committee, and upon the payment in advance of \$7.00 tuition each term in the High School, and \$4.00 each term in the lower schools.

TEACHERS' INSTITUTES.

A State Teachers' Institute was held in Andover in the summer, and those teachers who desired to attend, were permitted, according to the rules of the committee, to close their schools for this purpose. The schools were also closed for two days in October, to allow the teachers to attend the meeting of the State Teachers' Association in Boston. The object of these meetings was that the teachers, by intercourse with, and listening to the leading educational minds of the day, and by witnessing apt illustrations of all improvements in plans and methods of education, might be better prepared to perform their part in giving a high rank to our public schools. Much credit is due to those teachers who cheerfully and faithfully improved these advantages, especially, as in order to enjoy much that was really interesting and profitable upon these occasions, they were obliged to hear much that seemed to them, and not without reason, neither interesting nor profitable. At Andover, many of the exercises were full of life, and of new, practical and vigorous thought; but some of them had been substantially repeated for many years, without sufficient variation or animation to make them interesting to those who had heard them before; though, perhaps, profitable to those who were hearing them for the first time. To make this evil fully

appreciated, there was no programme of the exercises, and to be sure of what one would like to hear, one must hear all. At Boston there was a programme of the exercises, but a great lack of punctuality in observing it. The business of the association, instead of being attended to at a regular and appointed time, had a prevailing habit of springing up at any time and occupying hours set apart for other matters, so that a teacher who relied upon the published order of exercises, and made his arrangements to be present at such as seemed to him most likely to be profitable to himself, was sometimes disappointed by having the time occupied with the general business of the meeting; besides, it seemed to us that the occasion of the assembling of three thousand teachers for two days in term time, and just after the long vacation, should have been provided for with greater care, and that, while it would have been difficult to improve many of the exercises, such should have been selected to occupy the entire time of the public sessions of the association, as would have been appreciated by the great body of teachers in our common schools. These defects, however, are only incidental, and the meetings which are now very profitable to those who attend them, will, we trust, be made more and more to meet the wants of all the teachers.

If the cause of education is a leading public interest, it is highly important that those directly engaged in it should place a proper estimate upon their work.

No teacher can expect to retain his position with credit, who does not cultivate in himself a disposition to honor his profession, and who does not see in his

pupil something more than the exterior, however attractive or unattractive that may be. Neither should any teacher be satisfied with his present attainments, or unwilling to put himself in that way of improvement, which is generally deemed the best yet discovered. We have been sorry to see a few of our teachers somewhat indifferent to this subject, and unwilling, when the time was allowed them by the committee, to trouble themselves to secure the real good afforded by these meetings, and we feel sure that a little thought upon the subject, will cause this matter to appear in its true light, and that they will hereafter conduct themselves in reference to it with their accustomed fidelity.

SCHOOL BUILDINGS.

Many of our school houses were constructed nearly at the same time, and, of course, they need similar repairs in the same year. During the last four or five years, for reasons mentioned in the last report, many needed repairs have been deferred, until at the commencement of this year, most of the school houses in the city needed painting or other repairs upon the outside, and white washing and other repairs upon the inside. Necessary and important changes have been made in the out-buildings of the Oliver Grammar School, the Oak Street, and the Pine Street schools, and several of the houses have been painted upon the outside, and one has been re-shingled; but very few inside repairs have been made, except that new desks have been put into the room of the Primary School No. 1, on Oak Street.

The old piano in the South Grammar School, being too much worn to be profitably repaired, has been exchanged for a new one, and a few other minor changes and repairs have been made in school furniture in the various schools of the city.

The city purchased the land in the rear of the new High School lot last year, and has just closed the passage way between this lot and the Oliver Grammar School building, partly with a view of moving the Oak Street school house a little to the east, and thus affording ample school yards upon each side of this house, and relieving the scholars there from the necessity of so thronging the street at recess time, as is now unavoidable.

There are three or four hundred more scholars now belonging to the public schools of the city than there were one year ago. Most of our school rooms are full, and very many of them are inconveniently crowded. The two recitation rooms of the High School are each 10x22 feet, and several of the classes that must recite there number from twenty-five to thirty scholars each. The rooms of the Oliver Grammar School are quite full; two small attics, which are very uncomfortable in the summer season, are now in constant use by this school, and it is difficult to see how the one hundred and twenty-five or more scholars, that will be qualified for promotion to this school at the semi-annual examination, which occurs the latter part of next month, can well be accommodated. Some, perhaps, can be retained in the Middle Schools, but unless our population is materially diminished, or some other cause takes the pupils from our schools, this school must be very much crowded, until the rooms now

occupied by the High School are vacated for its use, or until some other arrangement is made.

The school rooms upon the South Side are very full, and the present indications are that more ample accommodations will very soon be needed for the public schools upon that side of the river.

At their meeting in May last, the following preamble and resolution were adopted by the School Committee, and it was voted that the secretary communicate the same to the City Council.

"WHEREAS, The present accommodations of the Oliver Grammar School Building are insufficient to meet the wants of the school, and whereas the room now occupied by the Oliver High School is much needed for the Oliver Grammar School, therefore,

Resolved, That this Board would respectfully recommend that the city council take measures to secure a new building for the Oliver High School, at as early a day as is practicable."

The city government of the last year, in anticipation of this necessity, with prudent foresight secured suitable grounds for the erection of such a building, and the city government of the present year, acting upon the suggestion of the School Committee, and carrying out the purpose of the preceding year, have obtained plans, contracted for, and commenced the erection of such a building as shall meet the present and prospective wants of this school.

SCHOOL BOOKS.

The law provides that

"The school committee shall procure, at the expense of the city or town, a sufficient supply of text books for the public schools, and give notice of the place where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to reimburse the expense of the same."

This law the Committee have not carried out further than to make occasional investigations in reference to the wholesale prices of school books and the retail prices at which they were furnished to the pupils in our schools, and to satisfy themselves that they could at the time discover no practicable method of making a better arrangement than the one already existing. The committee have, however, instructed the Superintendent to purchase such general supplies as were needed for the schools, and such books as were needed for the use of the teachers and indigent pupils, at the places where he could obtain them at the lowest prices.

In June it was voted unanimously by the Board, upon the recommendation of a Sub-Committee previously appointed, "That Harkness' Latin Grammar and Reader should be used instead of McClintock's First Latin Book, and Crosby's Greek Lessons instead of McClintock's First Greek Book; and that Walton's Pictorial Primary Arithmetic be adopted as a text book to be used in our schools," and these books have been introduced.

In August it was voted "That Kerl's Grammar be used as an experiment in the first division of the Oliver Grammar School, provided the publishers will exchange them for those now in use," but this has not yet been done.

Walton's Intellectual Arithmetic has been introduced, the present month, in the South Grammar School. No other changes in school books have been made during the year.

TRUANCY.

The organization of a school at the Poor Farm, for truants from the public schools, under the ordinance passed two years since, has been deferred to await the action of the County Commissioners, who have had in contemplation the establishment of a reform school for the truant children and youthful criminals of the county.

The Committee, in connection with the Board of Advice of the City Mission, have had several conferences with the Commissioners, but nothing definite has yet been determined upon, and we still see in our House of Correction children who might be trained in such a school to be useful citizens. We trust this want will soon be met. If the State should stand *in loco parentis* to those children who are orphans, by how much greater reason should it provide for and watch over those children who, by the neglect and evil influence of their parents, are more than orphans.

The children of a country or a town, are its most valuable possession. What a place is, is, under Providence, determined by the parents; what it shall be, is determined by the children. Our only hope for the future of our city is based upon what we hope will be the character of its future inhabitants. A child cannot grow up to be a vicious and worthless man, and be himself the only sufferer of the consequences. His parents and the public must suffer also.

SALARIES OF TEACHERS.

A Sub-Committee previously appointed by, and acting under the instructions of the general Committee,

communicated with twelve other towns and cities in New England, most of them in different parts of this State, of about the size and having somewhat the character of Lawrence, in reference to the salaries of the teachers in the public schools. This Sub-Committee reported to the general Committee at their meeting in March.

The salaries paid the various classes of teachers in these towns and cities were added together and an average obtained. The salaries then paid by Lawrence to the different grades of teachers were each found to be considerably lower than the average salary paid the same grade of teachers in these other cities and towns, and upon the recommendation of this Sub-Committee, in order that the salaries paid the teachers in the public schools of Lawrence might correspond with the salaries paid by other similar towns and cities, the regular salaries of the female teachers, besides the assistants in the High School and the first assistant in the Oliver Grammar School, were established at \$400 for the first, \$425 for the second, and \$450, for the third and each subsequent year, except that the salaries of assistants in the Primary Schools were fixed at \$50 less per year than that of the other female teachers, and it was also voted "That female teachers hereafter elected who have had two years' experience, satisfactory to the Committee, shall receive the same salary as those who have taught one year in the Lawrence schools, and those who have had five years' experience, satisfactory to the Committee, shall receive the salary of those who have taught two years in our schools.

The compensation of the other teachers was established according to the following table, which gives the names, present salary, and location of the several teachers, and the date of their entrance into the service of the city:—

Oliver High School,	- - - -	Albert C. Perkins,	September, 1863,	\$2000
" "	- - - -	Jane S. Gerrish,	January, 1852,	700
" "	- - - -	Marcia Packard,	May, 1863,	525
" " (Music)	- - - -	Reuben Merrill,	September, 1866,	400
Oliver Grammar School,	- - - -	J. L. Brewster,	October, 1865,	1600
" "	- - - -	S. O. Brickett,	April, 1848,	500
" "	- - - -	Abby Hale,	May, 1851,	450
" "	- - - -	Ellen F. Sanders,	September, 1864,	450
" "	- - - -	*A. L. Abbott,	September, 1858,	450
" "	- - - -	Josephine Abbott,	June, 1863,	450
" "	- - - -	Mary A. Newell,	January, 1866,	425
" "	- - - -	A. C. Eastman,	April, 1856,	450
" "	- - - -	Ella S. Bodwell,	January, 1866,	425
" "	- - - -	Nettie M. Gardner,	October, 1864,	450
" "	- - - -	Augusta E. Shepard,	January, 1864,	450
" "	- - - -	M. E. Cook,	January, 1861,	450
" "	- - - -	Helen M. Bean,	May, 1862,	450
" "	- - - -	Elizabeth R. George,	September, 1865,	425
" "	- - - -	Addie C. Plumley,	October, 1865,	425
" "	- - - -	Carrie M. Sweet,	September, 1866,	400
South Grammar School,	- - - -	John K. Cole,	February, 1866,	1000
" "	- - - -	C. E. Barnard,	June, 1863,	450
" "	- - - -	Sarah C. Hervey,	June, 1863,	450
Prospect Street Middle School,	- - - -	K. S. Marshall,	April, 1856,	450
Elm Street	" - - -	A. W. Morrison,	September, 1855,	450
Newbury Street	" - - -	Emma A. Stephens,	May, 1861,	450
Oak Street	" - - -	Rebecca F. Doane,	December, 1859,	450
Amesbury Street	" - - -	A. A. Parsons,	September, 1853,	450
Franklin Street	" - - -	Rebecca Gray,	June, 1861,	450
Cross Street	" - - -	L. J. Faulkner,	December, 1865,	450
South Side	" - - -	Lucy F. Partridge,	December, 1864,	450
" "	" - - -	Julia P. Tompkins,	December, 1866,	350
Tower Hill	" - - -	E. W. Richardson,	April, 1850,	450
Pine Street,	" - - -	Anna C. Andrews,	September, 1864,	450
Prospect Street Primary School,	- - - -	S. H. Harding,	June, 1861,	450
Elm Street	" - - -	Emily J. Danforth,	September, 1865,	425
" "	" - - -	Adelaide Webster,	September, 1866,	350
Newbury Street	" - - -	H. L. Cole,	April, 1855,	450
" "	" - - -	S. C. Morrison,	March, 1857,	400
Methuen Street	" - - -	Lizzie C. Bailey,	March, 1858,	450
" "	" - - -	Lydia P. Stevens,	December, 1864,	450
Oak Street	" - - -	No. 1, F. Reed,	July, 1858,	450
" "	" - - -	No. 2, Josephine Cummings,	December, 1863,	450
" "	" - - -	No. 3, Cynthia Hawley,	June, 1861,	450
" "	" - - -	No. 4, Emily F. Dodge,	January, 1865,	450
Amesbury Street	" - - -	M. J. Wells,	June, 1852,	450
" "	" - - -	H. L. Ambrose,	April, 1857,	400
Franklin Street	" - - -	L. L. Gordon,	December, 1854,	450
" "	" - - -	Anna Chandler,	January, 1858,	400
Cross Street	" - - -	E. R. Kempton,	March, 1858,	450
" "	" - - -	I. H. Pratt,	December, 1855,	400
Pine Street	" - - -	Lena Mallard,	October, 1862,	450
" "	" - - -	Charlotte M. Taylor,	September, 1865,	375
Tower Hill	" - - -	Sarah J. H. Ward,	September, 1862,	450
" "	" - - -	Clara A. Hayes,	January, 1864,	400
Riverside	" - - -	Hattie Doane,	December, 1863,	450
South Side	" - - -	M. Thompson,	January, 1865,	450
" "	" - - -	Mary D. Anderson,	September, 1865,	375

*Absent on leave.

The following table contains the record of attendance in the various schools of the city for each term in the year. The whole number belonging to any school includes all who were members of the school for two weeks or more.

SCHOOLS.	WINTER TERM.						SUMMER TERM.						FALL TERM.					
	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.	No. belonging.	Av. belonging.	Av. attendance.	Per ct. attendance.	Over 15 years.	Under 5 years.
Oliver High,	73	70	68	98	66		65	62	61	97	62		94	91	89	97	83	
Oliver Grammar,	683	652	614	94	22		654	629	597	95	25		643	629	593	94	31	
South Grammar,	99	91	84	92	10		94	88	79	90	10		91	81	72	89	7	
South Middle,	61	51	42	83			57	51	43	85			66	53	46	86		
Tower Hill Middle,	31	28	23	82			44	40	36	90			44	35	32	91		
Franklin Street Middle,	45	33	30	91			41	36	33	92			50	40	37	92		
Cross Street Middle,	49	43	39	90			52	48	45	94			53	48	46	96		
Pine Street Middle,	40	31	29	93			51	37	34	91			63	40	33	83		
Amesbury Street Middle,	42	33	29	88			40	35	30	85			49	34	32	94		
Oak Street Middle,	35	28	26	94			58	40	36	90			53	33	30	91		
Newbury Street Middle,	51	42	39	93			60	41	39	95			62	48	43	90		
East Elm Street Middle,	43	39	35	90			43	39	37	93			38	32	30	95		
Prospect Street Middle,	46	38	32	84			46	41	34	82			46	40	34	85		
Prospect Street Primary,	54	44	32	73			79	62	50	80			86	66	54	82		
East Elm Street Primary,	78	68	55	81			90	78	72	91			99	86	77	89		
Newbury Street Primary,	88	80	73	91			87	80	70	87			80	79	71	90		
Methuen Street Primary,	59	53	44	83			44	51	67	87			64	46	39	85		
Methuen Street Primary, No. 1,	76	60	49	82			98	71	62	87			100	73	65	89		
Methuen Street Primary, No. 2,	103	74	67	90			133	102	94	92			132	93	76	81		
Amesbury Street Primary,	100	70	63	90			98	84	76	90			112	74	68	92		
Pine Street Primary,	56	44	40	91			55	45	41	92			52	38	34	90		
Oak Street Primary, No. 1,	53	42	37	89			59	46	42	91			62	40	37	92		
Oak Street Primary, No. 2,	57	46	41	89			57	47	44	91			79	41	38	93		
Oak Street Primary, No. 3,	64	47	40	85			74	59	53	90			73	55	49	89		
Oak Street Primary, No. 4,	85	77	62	80			110	97	86	88			108	93	81	88		
Cross Street Primary,	106	70	58	83			112	70	84	85			108	82	72	88		
Franklin Street Primary,	86	75	63	84			100	90	86	95			100	91	83	91		
Tower Hill Primary,	46	38	33	87		2	49	39	34	87			56	40	37	92		
Riverside Primary,	104	83	62	74			120	106	83	78			134	110	90	81		
South Side Primary,	2150	2161	1899	87	99		2450	2324	2143	89	97		2798	2313	2148	89	121	
Total,						2						0						2

The following bills have been allowed by the School Committee, for school expenditures in 1866:—

For Tuition,	\$25,607.53
Janitors,	1,063.84
Fuel,	3,002.96
Miscellaneous,	1,385.21
Total,	<u>\$31,059.54</u>

There has been paid out during the year for repairs of school houses, out-buildings and yards, mostly under the supervision of the Committee on Public Property, \$4,352.77. Under the present arrangement, the teachers are paid at the end of each term, so many fortieths of their annual salary, as they have taught weeks during the term, instead of being paid quarterly as before. Owing to this change, there will be due the teachers, December 29th, 1866, and unpaid January 1st, 1867, which properly belongs to the expenses of this year, \$1,901.62, making an aggregate of school expenses for the year 1866, of \$37,313.93.

THE FREE EVENING SCHOOL.

This school continues under the efficient management of the Rev. George P. Wilson, City Missionary, assisted by a faithful corps of teachers, most of whom are graduates or former members of the Lawrence public schools.

Mr. Wilson takes charge of this school as a portion of his missionary work, and receives no additional compensation for this service. The teachers receive a small compensation for their aid.

The school commenced a month earlier than usual this year, and is held two evenings in the week.

The average number present for the two months now passed, has been three hundred and fifty. Each room has been crowded in every part. Among the scholars are forty-three French, nineteen German, and twenty-five colored, men and women. The first two classes come to learn to read and speak in the English language. The latter class, most of whom have been slaves, commenced with the alphabet, show a commendable interest in their studies, and are making rapid progress.

Every facility that circumstances will allow should be given to enable those who desire it, to become better educated than they are ; and while this school furnishes so good an opportunity for this purpose, we hope those of our laboring people whose early advantages have been limited, and who are over fifteen years of age, will, as far as in their power, avail themselves of its advantages, and do the best they can to put themselves at least upon a level with those under this age who now attend the public day schools only so much as the law requires.

In concluding this report, allow me to congratulate the committee upon the disinterested fidelity with which they have determined all questions presented to them, the harmony that has prevailed in all their deliberations, and the degree of success that has in general attended their efforts to promote the welfare of the public schools of the city. And allow me, also, as the secretary and executive agent of this

Board, to express to you my sincere thanks for the kindness with which my services have been received, the courtesy with which suggestions from me have always been treated, and the readiness with which the different members of the Board have given their time and attention to any matters coming before me, in reference to which I needed their assistance or their advice.

All of which is respectfully submitted.

G. E. HOOD,

Secretary and Superintendent of Schools.

REPORTS OF SUB-COMMITTEES.

HIGH SCHOOL.

The municipal year of 1866, in the High School, closes with the same teachers with which it commenced, excepting in the musical department. Early in the year, Mr. S. M. Downs resigned his position as music teacher, having for several years very acceptably performed his duties, and the place has been filled for several months by Mr. Reuben Merrill, to the perfect satisfaction of the scholars, teachers, and Committee. The effort once made by a sister city to break up the pleasant relations of the High School Principal to our educational corps, was so successful as to encourage a like effort in the year now closing. This time it was unavailingly made, and much to our satisfaction. Mr. Perkins returned a negative to the offer of the Superintendency of the Salem schools. We hope that such neighborly acts will not be repeated.

The class receiving the English diploma of graduation, at the close of the school year in 1866, numbered eleven—nine having left the school since it entered in 1863; one other received the classical diploma, having completed the full course of classical

studies during her four years connection with the school, and graduating with distinguished honor.

At the beginning of the school year, August 27th, thirty-six entered the school. The largest number at any one time connected with the school was ninety-six. Present number of scholars, eighty-seven.

Upon examining the daily record of the school, we find that there are six of the male youth, connected with the school, and thirty females whose deportment during the year has been perfect. If the number had been less, we might have considered it expedient to publish the names of this "roll of honor."

In the summer, the Principal of the High School was requested by our former townsman, now a resident of Salem, to select from his library such books of science or education as might be profitably added to the library of the High School. Mr. Perkins selected more than one hundred books, and Gen. Oliver, in a note to the chairman of the High School Committee, presented them to the High School, which, though not new, are some of them rare, and many of them out of print, but all valuable as books of reference. The note of Gen. Oliver was laid before the Committee, and the following resolve was unanimously passed:—

Resolved, That the cordial thanks of this Committee be given to Gen. Oliver, for this renewed and valuable expression of his continued interest in the schools of Lawrence, and that the chairman of the High School Committee communicate the same to the generous donor.

The teachers and scholars of the High School, together with the Committee, are anticipating with pleasure the erection of a building designed for the special accommodation of the High School. It has

long suffered from having the recitation rooms at the foot of the stairs, down which tramp from six to eight hundred children. The rooms to be vacated are needed by the Grammar School, and more quiet and better ventilated rooms of larger dimensions are greatly needed by the High School. We hope that the prosecution of this work will not be delayed, and that before the close of the next municipal year the school will be occupying apartments every way well fitted for its various uses.

The high rank of the school has certainly been sustained during the year, and under the direction of able and efficient teachers the faculties of our youth are trained, their mental powers are developed, and valuable knowledge is acquired.

For the Committee,

GEO. PACKARD.

OLIVER GRAMMAR SCHOOL.

This school, in all its departments, has been thoroughly successful during the entire year. Three things, we believe, have contributed to this result:—

1st. *Good Discipline*, which has secured the double advantage of good order and good mental training. The success of a school depends more upon this than upon any other one thing. It involves a moral and mental result, and the latter is dependent upon the former. Good moral discipline secures what military men would call *a good morale*, and this, with fair teaching, is sure of successful mental results.

2d. *Good Teaching*. So far as we have been able to judge, there has been a general fidelity on the part

of the teachers in their several departments. They have *worked* for their scholars, and this has secured *work* in turn from their scholars, so that the best report for the year, in brief, would be that this school has had a year of hard and successful work.

3d. *Continued Harmony.* There has been not only general harmony, but this has been but slightly interrupted by changes of teachers. It has been a fortunate year in this respect. In an established school, a change of teachers is always difficult to be made without much friction. There is an element in human nature that always resists the new, even though it may be better than the old. So a new teacher can scarcely avoid being some detriment to the harmony of the school.

At the beginning of the Spring term, the first division of this school, which had for several years been having but one session a day, was made to conform to the other divisions, and have two sessions, which has resulted most beneficially to this division, as well as to the general harmony of the whole Grammar School.

The school has probably been larger than during any previous year of its existence.

The following table shows the attendance for the year:—

	Whole No.	Average No.	Av'ge Attend.	Per cent.
Winter term,	683	652	614	94.3
Spring term,	654	629	597	95
Fall term,	643	626	593	94

Average number over fifteen years, twenty-six.

Number neither absent, nor tardy during the year, eighty-four.

The school is under the charge of Mr. J. L. Brewster, who took the place of Principal at the beginning of the year, and who is supported by fourteen competent teachers, occupying as many different rooms, and having charge of several different grades of schools, each divided into two divisions.

This is a first class graded school, in which our citizens may feel a just pride as the richest fruitage of a christian civilization, and the grandest public benefaction yet bestowed upon humanity by the aggregate wisdom and benevolence of the age. The building in which it is so successfully conducted, is already too small for its use, and will be scarcely large enough when the present High School rooms shall be occupied by it.

For the Committee,

G. S. WEAVER.

THE SOUTH SIDE SCHOOLS.

The South Grammar School, at the beginning of the year, was temporarily under the charge of Mr. Rollin E. Harmon, who had kindly consented to fill the vacancy, occasioned by the resignation of Mr. Sargent, until a permanent teacher could be obtained. After visiting quite a number of schools, in search of a teacher, the sub-committee recommended the election of Mr. J. K. Cole, as master of this school. He entered upon his duties early in the year, with Miss Barnard as assistant in the first division, and Miss Hervey in charge of the second division. Under the faithful and efficient care of its excellent

teachers, the school has steadily progressed. It is a fact worthy of remark, that the attendance and punctuality of its scholars has been generally better than in previous years. The scholars exhibit a good degree of interest in their studies, and a desire to lose as little time as possible from the school room. Mr. Cole has, in addition to his other duties, taken charge of the musical instruction of the school, and it is due to him to say, that there has been a marked improvement in the department.

The Middle School has, during the entire year, been under the care of Miss Partridge. The school has become quite large, too large for one teacher to take care of, and Miss Julia P. Tompkins is now acting as an assistant in this room. Under the faithful labors of Miss Partridge, the school has attained a high position, and we think we may safely say, stands "first among its equals."

The Primary School is under the charge of Miss Thompson, as Principal, assisted by Miss Anderson. It has been quite largely attended during the entire year. A careful perusal of the school register shows a good degree of punctuality, better than we might reasonably expect of children so young. Upon visiting the school, we could but notice the animation and cheerfulness which seemed to pervade the whole school. We think the inhabitants of Ward Six have reason to congratulate themselves upon the faithful and efficient corps of teachers in charge of their schools.

For the Committee,

CALEB SAUNDERS.



TWENTY-FIRST

ANNUAL REPORT

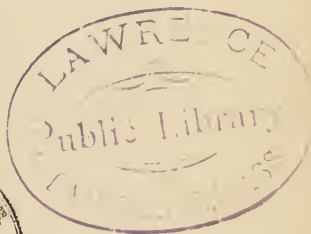
OF THE

School Committee

OF THE

CITY OF LAWRENCE.

1867.



LAWRENCE, MASS.:

PRINTED AT THE LAWRENCE SENTINEL OFFICE,

1868.

At a meeting of the School Committee held December 23, 1867, it was voted that the Committee adopt the Report now submitted by the Superintendent of the Public Schools, and present it to their fellow-citizens as the Report of this Committee.

SUPERINTENDENT'S REPORT.

SCHOOL DEPARTMENT, }
LAWRENCE, December 23, 1867. }

GENTLEMEN OF THE SCHOOL COMMITTEE :

It again becomes the duty of this Committee to report to our fellow citizens the condition of the several public schools of the city, and to accompany our report with "such statements and suggestions in relation to the schools as we may deem necessary or proper to promote the interests thereof." In the performance of this duty we would remember the magnitude of the interests committed to our care, and that those who accept positions of public trust are bound to acquit themselves therein with the same fidelity that a prudent man would exhibit in the management of his own personal affairs. The responsibilities of school committees are not measured by the amount of money placed in their hands for the support of

the public schools, however liberal this allowance may be. It is a matter of greater moment to have to a considerable extent, control over the influences that are thrown around the children of the city during the five, ten or fifteen years which they spend in the public schools, and to be responsible, in a great degree, not only for the quality and amount of their intellectual attainments, but also for the character they form.

More than one-third of the average length of human life is embraced in the period of childhood and youth, and during this time the twig is almost always bent as the tree is afterwards inclined.

Many wise and thoughtful parents fully understand this whole matter, and themselves follow the course of their children with patient care through all these years; but a very large proportion of the parents of the children in our schools, leave the care of their children while attending school almost entirely to others.

Such parents seldom visit the school-room to gratify or encourage their children, and to support and strengthen the teacher by showing that they too are ready and willing to assist in any efforts necessary to bring about the result desired.

The Committee cannot, of course, make up for any want of interest or co-operation with the teachers on the part of the parent. They can only

cause good schools, adapted in all respects to meet the general wants of the community, and as nearly perfect as their means and the circumstances in which they are placed will allow, to be provided and made accessible to all. It remains for those who have the immediate care of children to see that they obtain their full share of benefit from this public bounty.

The School Committee for the year has been composed as follows :

HON. N. P. H. MELVIN, MAYOR, EX-OFFICIO, CHAIRMAN.

WARD ONE.

GEORGE PACKARD,
A. F. SCRUTON.

WARD FOUR.

GEORGE A. FULLER,
L. J. HALL,
N. W. HARMON.

WARD TWO.

GILBERT E. HOOD,
MILTON BONNEY.

WARD FIVE.

DANIEL HARDY,
H. N. BUTMAN.

WARD THREE.

GEORGE S. WEAVER,
J. C. BOWKER.

WARD SIX.

CALEB SAUNDERS.
M. C. ANDREWS.

G. E. HOOD, SECRETARY AND SUPT. OF SCHOOLS.

Rev. Mr. Hall, being about to leave the city, resigned his position as member of the Committee early in the year, and N. W. Harmon, Esq., was elected to fill the vacancy, and assigned to the same positions upon the sub-committees which had been occupied by Mr. Hall.

At the opening of the year the sub-committees and teachers were arranged as follows:

ADVISORY COMMITTEE.—GEO. PACKARD, MILTON BONNEY, CALEB SAUNDERS.

<i>Sub-Committees.</i>	<i>Schools.</i>	<i>Teachers.</i>
GEORGE PACKARD, CALEB SAUNDERS, GEO. S. WEAVER,	High, - - - - -	{ Albert C. Perkins, Miss J. S. Gerrish, *Miss M. Packard, Miss M. L. Melanathan.
	Division 1,	{ John L. Brewster, Miss S. O. Briekett.
	" 2,	{ Miss Abby Hale, Miss E. F. Sanders.
GEO. S. WEAVER, DANIEL HARDY, M. C. ANDREWS,	Oliver Grammar, (4 upper Div.)	{ *Miss A. L. Abbott, Miss Josephine Abbott,
	" 3,	{ Miss M. A. Newell.
	" 4,	{ Miss A. C. Eastman, Miss Ella S. Bodwell.
	" 5,	{ Miss A. E. Shepard, Miss N. M. Gardner.
J. C. BOWKER, G. A. FULLER, H. N. BUTMAN,	Oliver Grammar, (3 lower Div.)	{ Miss M. E. Cook, Miss H. M. Bean.
	" 6,	{ Miss E. R. George,
	" 7,	{ Miss A. C. Plumley, Miss C. M. Sweet,
MILTON BONNEY, L. J. HALL, A. F. SCRUTON, C. SAUNDERS, M. C. ANDREWS,	South Grammar, - - -	{ J. K. Cole, Miss C. E. Barnard,
	South Middle, - - -	{ Miss S. C. Hervey, Miss L. F. Partridge,
	South Primary, - - -	{ Miss Julia P. Tompkins, Miss M. Thompson,
	Prospect Street Middle, -	{ Miss M. D. Anderson.
GEO. PACKARD, A. F. SCRUTON,	Prospect Street Primary, -	{ Miss K. L. Marshall.
	Methuen Street Primary, -	{ Miss S. H. Harding.
	Newbury Street Middle, -	{ Miss E. C. Bailey, Miss L. P. Stevens.
	Newbury Street Primary, -	{ Miss E. A. Stephens.
G. E. HOOD, MILTON BONNEY,	Elm Street Middle, - -	{ Miss H. L. Cole, Miss S. C. Morrison.
	Elm Street Primary, - -	{ Miss A. W. Morrison,
	Oak Street Primary, No. 4,	{ Miss E. J. Danforth, Miss Adelaide Webster.
	Oak Street Middle, - -	{ Miss E. F. Dodge.
G. S. WEAVER, J. C. BOWKER,	Oak St. Primary, Nos. 1, 2, 3, -	{ Miss R. F. Doane. Miss F. A. Reed, Miss J. Cummings, Miss C. Hawley.
	Amesbury Street Middle, -	{ Miss A. A. Parsons.
	Amesbury Street Primary, -	{ Miss M. J. Wells, Miss H. L. Ambrose.
	Pine Street Middle, - -	{ Miss A. C. Andrews.
L. J. HALL, G. A. FULLER,	Pine Street Primary, - -	{ Miss Lena Mallard, Miss C. M. Taylor.
	Cross Street Middle, - -	{ Miss L. J. Faulkner.
	Cross Street Primary, - -	{ Miss R. R. Kempton, Miss I. H. Pratt.
	Franklin Street Middle, -	{ Miss Rebecca Gray.
	Franklin Street Primary, -	{ Miss L. L. Gordon, Miss Anna Chandler.
DANIEL HARDY, H. N. BUTMAN.	Tower Hill Middle, - -	{ Miss E. W. Richardson.
	Tower Hill Primary, - -	{ Miss S. J. H. Ward, Miss C. A. Hayes.
	Riverside Primary, - -	{ Miss Hattie Doane.

*Absent on leave.

The Mayor and Superintendent of Schools were made members of each Sub-Committee.

SCHOOL CHILDREN.

The number of children between the ages of five and fifteen years, on the first day of May last, was reported by the Assessors to be, in

Ward 1,	-	-	-	-	747
“ 2,	-	-	-	-	923
“ 3,	-	-	-	-	953
“ 4,	-	-	-	-	950
“ 5,	-	-	-	-	469
“ 6,	-	-	-	-	420
Making in all					<u>4462</u>

This is an increase over the number reported last year of 436.

The number reported last year was 413 larger than the number reported the previous year, and supposing one half of this additional number of children of school age to attend the public schools, there has been a call for additional school accommodations during each of the last two years for over two hundred scholars, equal to four rooms large enough to accommodate fifty each.

EXPENDITURES.

The City Council appropriated at the beginning of the year for the ordinary expenses of the school

department, including expenses for school furniture and apparatus,

	\$36,000.00
For the repairing of School Houses, to be expended	
under the care of the School Committee,	4,000.00
There has been credited for articles sold, -	127.39
There is due from the State School Fund for the	
year 1867, about, - - - - -	650.00
	<hr/>
Making the amount at the disposal of the School	
Committee for school purposes, - - -	\$40,777.39

The Committee have expended as follows :

For Tuition, - - - - -	\$30,733.21
For Janitors, - - - - -	1,191.63
For Fuel, - - - - -	2,149.16
For Repairs of School Houses, - - -	3,214.03
For Books, Stationery, and Supplies, including	
the expense of exchanging Readers, -	976.32
For cleaning School Houses, - - -	268.48
Printing, including the expense of publishing	
the last Annual Report, - - -	283.62
Miscellaneous Expenses, including repairing	
and replacing Stoves and other Furniture,	766.31
	<hr/>
Total, - - - - -	\$39,582.76

Leaving a balance unexpended of \$1,194.63,—which will, it is thought, balance outstanding bills and pay for school furniture contracted for by the Committee for the new school house, but not yet received. The balance due and unpaid to teachers is very nearly the same now as it was January 1, 1867.

TEACHERS.

The entire corps of teachers who were employed in the schools of the city, and and who had been

previously examined and approved by the Committee, were re-elected at the annual election of teachers in May.

The teachers continue the same as at the commencement of the year, excepting the changes here mentioned.

Miss Kate L. Marshall, for several years the successful Principal of Prospect Street Middle School, has resigned. Miss Marcia Packard, who was absent on leave at the beginning of the year, has returned. Miss Anna L. Abbott, who has not yet entirely recovered her former health, hopes to return in the Spring. Miss E. W. Richardson, and Miss Sarah C. Hervey, are each absent on leave, in consequence of impaired health, and Miss Ellen F. Sanders has leave of absence for one year from the beginning of last Fall term, to enable her to attend school.

The vacancies in the Oliver Grammar School caused by the absence of Miss Abbott and Miss Sanders, are at present filled by Miss Emily F. Dodge, who was transferred from the Oak Street Primary School, No. 4, and Miss Pamela J. Ladd.

Upon the resignation of Miss Marshall, Miss Anna C. Andrews was transferred from the Pine Street Middle School to the Prospect Street Middle School. Miss Charlotte M. Taylor, assistant in Pine Street Primary School, was assigned to the

position vacated by Miss Andrews, and Miss Ellen E. Durrell is at present acting as assistant in the former place of Miss Taylor.

Miss Emma F. Durrell has acted as substitute for Miss Richardson, in the Tower Hill Middle School during almost the entire year, and Miss Catherine F. Abbott, who had been appointed assistant in the South Primary School, is acting as substitute for Miss Hervey in the first division of the South Grammar School, and the place of Miss Abbott is at present filled by Miss Frances M. Smith.

Miss Hattie Doane has been transferred from the Riverside School to fill the place vacated by Miss Dodge in the Oak Street Primary Schools, and Miss Rubie M. Allen has been assigned to the Riverside School.

Miss Abby B. Parker, who was assigned a place in our schools at the commencement of the Fall term, resigned in one week to accept the place of assistant in the High School at Concord, N. H.

The number of teachers has been increased during the year as follows: Miss Ella M. Stiles has been added to the number of assistants in the Oliver Grammar School; Miss Laura A. Bailey has been appointed assistant in the Prospect Street Primary School; Miss Nancy M. Carter, who is at present absent on account of sickness, and whose

place is temporarily filled by Miss Agnes McKay, as assistant in the second division of the Methuen Street Primary School, and Miss Sarah P. Sanborn as assistant in the Tower Hill Middle School, have been employed most of the year.

Another assistant becoming necessary in the first division of the South Grammar School, Miss Hervey was transferred from the second division. The other teachers in the South Side Schools were promoted in order, and Miss Abbott was appointed assistant in the Primary School. An assistant was also employed in the Oak Street Primary School, No. 4, during the Spring and Fall terms.

The teachers previously elected, who, at the beginning of the year, had not been assigned to positions in our schools, having accepted or declined such positions, an examination of teachers to fill vacancies as they should occur in the public schools was held by the School Committee on Tuesday, July 2, 1867. Forty-two candidates presented themselves, fifteen from Lawrence, and twenty-seven from abroad.

Most of these individuals passed an examination that was very creditable to themselves, and a large proportion of them came highly recommended as experienced and successful teachers.

The following persons were elected by the Committee:

Sarah E. French, Tewksbury, Mass.; Pamela J. Ladd, Lawrence, Mass.; M. Emma Norris, Methuen, Mass.; Sarah A. Phelps, Middleton, Mass.; Helen L. Abbott, North Andover, Mass.; Catherine A. Berry, Middleton, Mass.; Clara M. Barker, Lawrence, Mass.; Mary F. Howe, New Hampton, N. H.; E. Jennie Worthen, Methuen, Mass., Kate A. Findley, Andover, Mass.; Hattie M. Dinsmore, Derry, N. H., Mary Ann Wood, Boscawen, N. H.; Lucy J. Goodhue, Lawrence, Mass.; Ellen E. Durrell, Lawrence, Mass.; L. Georgie Mitchell, Methuen, Mass.; Hannah R. Bailey, North Andover, Mass.; Lizzie F. Huse, Lawrence, Mass.; Frances M. Smith, Lawrence, Mass.; Abbie F. McMurphy, Derry, N. H.

Substitute Teachers.—Abbie S. Kendall, Lawrence, Mass.; Ella M. Dow, Lawrence, Mass.; L. Josie Knight, Lawrence, Mass.; Hattie Wason, Lawrence, Mass.; Agnes McKay, Lawrence, Mass.; Arvesta J. Bailey, Lawrence, Mass.

The number elected was very large, and will probably render another examination unnecessary for at least two years from the time this one was held. None of the number have yet been assigned to permanent positions in the schools, as there have been enough of the former teachers absent with leave, to fill all vacancies that have arisen since the examination.

SCHOOL CHILDREN EMPLOYED IN MANUFACTURING
ESTABLISHMENTS.

The arrangement made by the Committee last year, at the suggestion of the agents in some of our mills, to enable children employed in manufacturing establishments to work one-half of each day, and attend school the other half, as set forth in the last annual report of this Committee, was but partially adopted in the city. But one remark has been heard in reference to the trial, where it has been made, and that is, that it was a much easier plan to adopt, and much better in its results both for the employer and the child than was anticipated.

The difficulties growing out of the enactments of the Legislature of 1866 upon this subject, which were the immediate cause of the adoption of this plan by the Committee, were met by the Legislature of last Winter, and chapter 285 of the General Laws passed in the session of 1867 is as follows:

AN ACT IN RELATION TO THE SCHOOLING AND HOURS OF LABOR OF
CHILDREN EMPLOYED IN MANUFACTURING AND MECHANICAL ESTAB-
LISHMENTS.

Be it enacted, &c., as follows:

SECT. 1. No child under the age of ten years shall be employed in any manufacturing or mechanical establishment within this Commonwealth, and no child between the age of ten and fifteen years shall be so employed, unless he has attended some public or private day school under teachers approved by the school committee of the place in which such school is kept, at least three months during the year next preceding such employment: *provided*, said child shall have lived within the Commonwealth during the preceding six months; nor shall such employment continue unless such child shall attend school as least three months

in each and every year; and *provided*, that tuition of three hours per day in a public or private day school approved by the school committee of the place in which such school is kept, during a term of six months, shall be deemed the equivalent of three months' attendance at a school kept in accordance with the customary hours of tuition; and no time less than sixty days of actual schooling shall be accounted as three months, and no time less than one hundred and twenty half days of actual schooling shall be deemed an equivalent of three months.

SECT. 2. No child under the age of fifteen years shall be employed in any manufacturing or mechanical establishment more than sixty hours in one week.

SECT. 3. Any owner, agent, superintendent or overseer of any manufacturing or mechanical establishment, who shall knowingly employ or permit to be employed any child in violation of the preceding sections, and any parent or guardian who allows or consents to such employment, shall, for such offence forfeit the sum of fifty dollars.

SECT. 4. It shall be the duty of the constable of the Commonwealth to specially detail one of his deputies, to see that the provisions of this act, and all other laws regulating the employment of children or minors in manufacturing or mechanical establishments, are complied with, and to prosecute offences against the same; and he shall report annually to the governor all proceedings under this act; and nothing in this section shall be so construed as to prohibit any person from prosecuting such offences.

Section 5 repeals the act of 1866, and Chapter 41 of the General Statutes provides as follows:

SECT. 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but if it appears upon the enquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such

as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SECT. 2. The truant officers and the school committees of the several cities and towns shall enquire into all cases of neglect of the duty prescribed in the preceding section; and ascertain from the persons neglecting, the reasons if any therefor; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town; and if such treasurer wilfully neglects or refuses to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.

Massachusetts is thus fully committed to the policy of furnishing to all the children in the Commonwealth the means of an elementary education at the public expense, and requiring that the education of the children, for whom this liberal provision has been made, shall not be entirely neglected.

One of the great educational problems of the day in this State is, how shall this policy be so carried out as to secure to every child, whether he and those having the charge of him desire it or not, an acquaintance with the fundamental branches of learning, the rudiments of a good practical business education?

Every city and town must under the laws of the State, to a very great extent, decide this question so far as it relates to all those residing within their respective limits. It is one of the duties of the School Committee to consider it and to provide for its solution. To assist us, we have the public day schools, the Free Evening School, all private schools that teach "the branches taught in the public

schools," the truant and police officers. Many means to attract; some to compel. It is easier to draw the multitude than to drive them. The more attractive and desirable a popular education can be made, the fewer there will be who will not seek it of their own accord, and upon whom the requirements of the law must in some way be made to bear. All are not required to attend the public schools, but all must do this or be furnished otherwise with the means of acquiring the branches taught there.

The children in this city who work in the mills are coming from the mills to the schools at all times in the year, that they may attend school the length of time the law requires and then return to their work again, much inconvenience is thus caused to the schools, and these scholars themselves suffer many disadvantages; they do not usually find classes of the same degree of advancement with themselves, and must enter a class either above or below their present attainments; besides, the course of study prescribed for the regular classes in our schools is not calculated to be of the most practical benefit to those who can attend school but a few months in each year. The subject of establishing a school especially for such scholars has been before the Committee and referred to a sub-committee for investigation.

The Middle Schools suffer more than any other schools in the city from the continual going and coming of those scholars who work the greater portion of the year in the mills. Few of these ever get beyond the Middle Schools, and many of them not even beyond the Primary Schools. A very large proportion of them would not enter the schools at all if they could obtain work without complying with the law, and as it is, it is not an uncommon occurrence for a child under fifteen years of age to be sent out of the mill to attend school three months, who has up to that time so far been deprived of the means of education the law provides, as to have been kept constantly at work for four or five years without seeing the inside of a school house.

Important as are our manufacturing and mechanical establishments to the welfare of the community, the proper education of the children employed by them, is of greater importance, and so the high minded and public spirited officers of these establishments feel it to be, and it is largely owing to their commendable efforts that the law is so well observed as it is. But experience has shown that a law upon this subject in order to have the wisdom of its provisions felt by all, and its spirit observed, must be definite in its requirements and not without a penalty attached to its transgression.

TRUANCY.

While we remember how necessary it is for the welfare of the community and of themselves that the children that work should be educated, we must not forget that it is still more necessary that those who do not work should be. Those that work are learning habits of industry and punctuality, and the secrets of some trade, which will do much towards preparing them to be useful members of society; but those that do not work, that loiter in the streets and congregate with the idle, learn very little, if anything, that is good, and an incalculable amount of evil. These are they that are preparing for our poorhouses and our prisons, where, to say nothing of the evil influences they will have exerted, and the wrongs they will have perpetrated, it will cost the community more to collect them and to keep them, than it would have cost to have gathered them while young into our schools, and to have kept them there.

Again, in securing the education of the children that work in the mills we have the co-operation of most of the agents and officers in these establishments; but in securing the education of truants we can count only upon the co-operation of the teachers, and the officers of the law. Parents are so prone to shield their children, especially in vicious practices which they themselves allow, that

the duties of a truant officer are sometimes very great, requiring much wisdom and self-control, as well as ability to influence parents and manage children.

Sometimes, kindness and patience will accomplish the end desired; sometimes, sternness and energetic action seem absolutely necessary.

Occasionally, a combination of adverse influences will greatly multiply the number of truants, and increase the labors of truant officers, until both teachers and officers are almost discouraged in their efforts to bring all the children into the schools. Still, in this, as in every effort for the public good, nothing remains but to toil on, doing what we can, if not what we would.

We again express our regret that we have no other place for the confinement when necessary, and instruction of truants and children however young that have been guilty of petty crimes, except the house of correction and the jail. Several plans, as set forth in recent school reports, have been formed during the last few years to meet this want; but no one of them has yet been tried. The want remains, and becomes more imperative as the city becomes larger.

SCHOOL BOOKS.

The Committee have for several years been desirous of finding some text books in grammar and in geography, that should seem to them better adapted to the wants of our schools than those now in use; but they have not yet become satisfied that any of the numerous books examined by them are enough superior to those now used to warrant a change, and none has been made, except that Kerl's small grammar is now used as an experiment in the first division of the Oliver Grammar School. Sargent's first series of readers, which had been in use in our schools so long that most of the pieces were nearly or quite committed to memory by the scholars, has been exchanged for his second series, in all of the schools of the city; and the fresh interest that has been awakened in reading, by having new books and new pieces to read, has been considerable.

SCHOOL HOUSES.

The new High School House, commenced at the close of last year, is now nearly completed and will, we hope, be found as convenient in its internal arrangements as it is elegant in its external finish. It has three main entrances in front; the middle one communicating only with the rooms upon the first floor. The easterly entrance is in-

tended for boys, and the western for girls; and each of these communicates with the three stories and the basement. The basement contains two large exercise rooms, two small clothes rooms, and a chemical room. Upon the first floor is a School Committee room, a small room for the Superintendent of Schools, an apparatus room, a school room communicating with the main school room in the next story by two flights of stairs, a large room intended for a city library room until it shall be needed for the use of the school, a small ante-room, and passage ways, to be used also as clothes rooms.

The main school room, with two recitation rooms, a clothes room for boys and one for girls, and a small library room, are in the second story.

The third story contains a spacious hall, intended both for the accommodation of this school and the Oliver Grammar School.

The front portion of the Oliver School House has been remodelled, the room heretofore used by the High School has been divided for the use of the Grammar School. The stairways have been moved towards the front, and rebuilt, making them now among the safest and easiest stairways to be found in any school building. Dressing rooms have been fitted up on each side of the stairways. Two rooms have been partitioned off in the east

end of the third story of the main building, and all of the rooms made easily accessible to the halls and stairways. The building now contains sixteen school-rooms and a small hall, and is very conveniently arranged for eight hundred or eight hundred and fifty scholars.

In considering these enlarged accommodations for this school, and how soon the school will again be overcrowded, we can hardly do better than to quote from the School Reports, of 1849-50 and 1850-51.

The Committee of 1849-50 say, speaking of the Oliver Grammar School : " As has been already stated, this school has long been over full. Some thirty scholars, since the beginning of the present term, have been unable to obtain regular seats. After carefully weighing all the plans that have been suggested to meet this emergency, we are unanimous in our opinion that by far the most feasible method is to take away from the Oliver School House the middle and primary schools now kept in the basement story. We propose to put these schools into a building to be bought or erected for the purpose, and to be placed on the lot in the rear of the Oliver House, and facing on Oak street. This arrangement will answer, it is hoped, (we dare not say anything stronger than that,) for several years." The committee of the

next year, referring to this subject, and quoting this language, say : "Several years ! let us pause and take breath ! It was not several months,—the arrangement had not been carried into effect, indeed,—before the increase of scholars was such as to leave everything worse off than before." Such is the history of school accommodations in Lawrence. It is difficult to see now what can be done with the scholars that will be ready for the Grammar School upon this side of the river in February, 1869, unless some arrangement for them is made before that time. The Oliver School House cannot well be extended or enlarged, and is large enough already. The time has come when it seems to us some provision must be made in other portions of the city for the accommodation of Grammar School scholars, and a branch Grammar School at least, or some equivalent should, we think, be established soon for the accommodation of scholars residing west of Turnpike street. On the South Side, the rooms of the Primary School can scarcely hold the children that belong there, to say nothing about accommodating them. Their need is very great. This whole matter is now in the hands of a sub-committee for investigation, and will require the early attention of the Board next year.

PRIMARY AND MIDDLE SCHOOLS.

There are at present sixteen Primary Schools in the city, under the care of twenty-six teachers, and ten Middle Schools, under the care of twelve teachers.

These schools are located in different parts of the city for the convenience of small scholars, in thirteen school buildings. There is a middle school and one or more primary schools in different rooms in each of these school houses, except the Methuen Street and Riverside houses, and the Presbyterian Church building on Oak street, which is still hired by the city for the accommodation of the lowest division of the Oak Street Primary Schools. In these three last mentioned houses there are only primary schools. Nearly all of these schools have been very crowded during some portion of the year, and many of them during the entire year. Some have had constantly from ten to twenty more scholars than the rooms could well accommodate. This, with the irregularity of attendance, which has doubtless been somewhat increased thereby, has, of course, made the task of the teacher more difficult than it otherwise would have been; but the children of Lawrence have such an easy way of appearing and disappearing in any given neighborhood, that it is difficult to tell one term what schools will be crowded the next term and what

schools will not, and it is therefore difficult to provide for any one school room precisely the number of chairs and desks needed, additions and changes are constantly required, but in providing school furniture, as well as school houses, the School Committee of this city have usually waited for the necessity rather than anticipated it; and a school in any section of the city must be crowded for more than one term before it becomes an established fact that additional school accommodations are necessary in that vicinity.

The grade of the primary schools has been raised somewhat in arithmetic by the introduction of Walton's Primary Arithmetic. The Committee expect this book will be mastered in the primary schools, and the middle schools thus enabled to send their scholars to the grammar schools a little farther advanced than before.

The teachers in these schools have continued to overcome the difficulties by which they are surrounded in a manner creditable to themselves and satisfactory to the Committee. The scholars generally have made good progress, and those that could not be induced to do much for themselves have not often been much of a hindrance to others. Truants have been inquired after, sent for, and all that could be done by the teachers to bring them into school, has been in most cases faithfully done.

The number of absences and tardiness, always too great in these schools, has been in some schools kept within quite a reasonable limit considering the prevailing habit with many of the parents of the pupils in these schools, to look upon the pernicious custom of allowing a child to be absent or tardy without good reason, as a trifling thing.

The teachers would be gratified and the schools benefited by more frequent visits, not merely from the School Committee, but also by the parents and friends of the scholars themselves.

SOUTH GRAMMAR SCHOOL.

No changes of importance have been made in this school excepting such as a gradual increase in the number of pupils has rendered necessary.

At the semi-annual promotion in February, the number of desks and chairs in the room occupied by the first division was found to be insufficient and ten double desks and twenty chairs were added, making the room then capable of accommodating eighty-four pupils.

The school is divided into two divisions occupying two large school rooms, with small recitation rooms adjoining, in the second story of the South Side School building. The second division contains as many pupils and classes as can well be attended to by one teacher and is placed in the

smaller of the two large rooms. The first division, in the large room, must go over all the remaining ground, between the studies of the middle school and those of the high school and is necessarily divided into a large number of classes. Immediately after the enlargement of this division in February, an attempt was made to consolidate the classes so that they could continue to be heard profitably by the principal and one assistant ; but it was found impossible to do so, without placing many scholars of very different degrees of proficiency together in the same classes; another assistant was, therefore, added to this first division of the school.

The rooms occupied by this school are rapidly becoming taxed to their utmost capacity, and it will soon be necessary to take one of the rooms in the lower story of the building, now occupied by the middle and primary schools, for the use of the grammar school.

All the stoves have been removed from the building, by which means some additional space has been gained in all the rooms except the primary school room, where it was impossible to allow much space to the stove, before its removal. Three of the furnaces that were in the Oliver Grammar School building have been removed to this building, and are now used to warm all of its rooms, so

that the entire space of the building above the basement is made available for school purposes; yet if there were no other evidences of the growth of the Sixth Ward, one would need only to visit all the schools in this building, in the Summer, to be convinced that it would, at no very distant day, be one of the most populous wards in the city. The lower schools there have outgrown their accommodations. The middle school is crowded. In the primary school, the teachers are almost obliged, in mild weather, to wink at truancy, and deal lightly with absentees; for if all the scholars upon their register even should be present at any one time, the room would be too crowded to perform profitably any ordinary school work. This school, with more ample accommodations, would soon contain one hundred and fifty pupils. The grammar school is at present well accommodated, except that the recitation rooms are much too small. The additional assistant enables the teachers to give more time to each recitation, thus making the exercise more satisfactory to the teacher and more beneficial to the pupil. The school continues to move pleasantly and perform its work in an acceptable manner. The increased experience of the teachers and better acquaintance with the character and attainments of their pupils, are advantages that have not been lost upon the school.

OLIVER GRAMMAR SCHOOL.

At the opening of the Winter term, Dec. 10th, 1866, this school consisted of seven divisions, occupying fourteen school rooms and one recitation room in the Oliver School House. One of these school rooms was a small, imperfectly lighted and poorly ventilated attic, in the front part of the building that had previously been used as a recitation room for the first division of the school, but into which a new class of fifty pupils had been placed to relieve the crowded rooms of the sixth and seventh divisions. Another and smaller attic in front of, and only accessible through the first was fitted up and used as a recitation room. These attics, though very inconvenient, and very uncomfortable in the Summer, were so used for six months. Two of the rooms in the second story of the front part of the building were small, and only reached by passing through other and larger school rooms.

The grammar school portion of the building at that time contained desks and chairs for 684 pupils. The term opened with 639, and this number was soon increased to 700. In anticipation of the semi-annual promotion in February, the easterly portion of the hall was partitioned off from the remainder, and divided into two rooms which were furnished with desks for 48 pupils each.

At the promotion in February 123 candidates from the middle schools presented themselves and 108 were admitted. These with occasional accessions made the number in the school 833, and those who failed to obtain desks were obliged to occupy the recitation seats. The number of scholars in the first division was increased from 48 to 94, and another assistant being required in this division, Miss Hale was assigned to the place. The school was then arranged as follows :

1st Division of 94 pupils in the hall.							
2d	"	"	88	"	"	two rooms.	
3d	"	"	100	"	"	"	"
4th	"	"	120	"	"	"	"
5th	"	"	130	"	"	"	"
6th	"	"	151	"	"	three	"
7th	"	"	150	"	"	"	"

Making a total of 833 scholars in 15 rooms.

The next promotion proved what was of course expected, that the pupils in the most crowded rooms had not made as good progress as they would have done under more favorable circumstances, and more of them than usual of course failed to be promoted.

The attendance of the schools was well kept up until the first of June, when commenced that dropping off so common towards the close of each term, and especially towards the close of the last

term in the year, and just before the annual examination. More than one hundred pupils thus left this school during the last four weeks of that term.

Surely some remedy ought to be found for this great evil and for that other kindred evil, the habit of so many to be absent the first week or two of each term. It is sometimes necessary, undoubtedly, that a child should be absent the last or first week of a term. Necessity knows no law, and in such cases we must submit, but trifling reasons should not be thought to justify such a course. If considerations of the child's own good are not sufficient to cause him to be present at the beginning and until the close of the term, a recollection of the annoyance and injury his absence will be to others, should have some influence with the children and their parents.

Why should the class be kept back because a few scholars unnecessarily absent themselves from some of its exercises? or why should a teacher go over again under such circumstances an explanation that has once been fully understood by the members of the class who were present? Can it be that the parents of such children think of the effect of accustoming their children to such habits that if the schools should be held but three weeks in a year, they would be unable to be present the first week and obliged to be absent the last.

A little thought and effort in reference to this matter on the part of the scholars and their parents, and the evil will cease unnecessarily to trouble the schools.

The cases of tardiness in this school are not very frequent.

A very large proportion of the pupils are always there and in season. Some gather around the school house earlier than they should especially in inclement weather. The rules of the School Committee require all of the school houses to be opened by the teachers fifteen minutes before the time for school to commence, and children ought not, in cold or stormy weather especially, to arrive before the time for the houses to be opened.

The commencement of this school in the Fall was delayed on account of the alterations which were being made in the building, and the school was interrupted for a day or two at several times after it began from the same cause, but the school now has a model school house, is in good working order, and has under the circumstances, performed the requirements for the year, well.

HIGH SCHOOL.

The advantages of continuing the same teachers in a school for several years, if competent and faithful, are manifest in many of our schools ; but in none more than in this. Teachers and pupils become better acquainted with, and more interested in, each other. The peculiarities in the character of each pupil, and the matters in reference to which he most needs care and assistance, become better understood by the teacher. The wishes of the teacher become better understood, and more carefully observed by the well-disposed pupil.

Parents, as they learn of the trials and efforts of faithful teachers, come to regard them as friends, and co-workers with themselves for the good of their children. There is, perhaps, no other way in which so many influences can be made to combine to produce a profitable school.

There has been no change in the teachers of the High School during the year, except that one who was absent for a few weeks, at the commencement of the year, has returned.

Seventeen pupils completed the three years' course and received, in June last, Diplomas of what is called "The English Department," in this school.

Two completed the Classical course; one of

whom has since entered Harvard College, the other, Bowdoin College.

This was the largest class that has ever been graduated from this school.

The study of the Constitution of the United States has been introduced within the last two years, and awakens much interest among the pupils and will, we trust, enable them better to understand and appreciate the peculiar advantages of republican institutions.

The course of study in the Natural Sciences has been enlarged by commencing the study of Natural philosophy at the beginning of the first term of the junior year, instead of at the beginning of the third term in that year.

The proportion of school time now devoted to different branches of study, in what is called the English Course, is nearly as follows :

One-fifth of the time is given to the study of Latin or French, or a little more than half a year in three years' study.

The remaining four-fifths is divided into three nearly equal parts :

One of which is devoted to the study of the English Language, the Constitution of the United States and to Compositions and Declamations. One to the study of Mathematics ; and one to the study of the Natural Sciences.

The proportion given in this division to the study of the languages may seem small ; but the course preparatory for college continues one year longer than the English course ; and that year is devoted almost exclusively to the classics.

The most thorough and practically educated men, who think that too much attention is often given to the study of the dead languages, and too little to the natural sciences, as they are called, recognize the need of quite as much instruction in the ancient languages as is provided for in the English department of this school, and say that it is necessary for the study of the natural sciences to the best advantage.

The last catalogue of the Massachusetts Institute of Technology, speaking of requisites for admission, says : " It is strongly recommended to young men who propose to enter this school, to acquire whenever possible such a knowledge of Latin as will enable them to read easy Latin prose."

The American Naturalist says : " It is quite essential for one who wishes to become a naturalist to know enough of the Latin language to be able to read Latin descriptions of species and know the meaning and derivation of Latin words. * * * A large number of scientific terms are derived from the

Greek, some knowledge of which is indispensable to the naturalist."

This school has suffered for several years for the want of larger and more convenient recitation rooms, and a suitable room for experiments in chemistry and natural philosophy. To meet these and the other growing wants of the school, to enable the Committee to devote the entire Oliver School building to the use of the Oliver Grammar School, which had outgrown its previous accommodations, and to provide such a house as should meet not only the present but prospective wants of the High School for many years, a new and elegant building, contracted for by the city government of last year, has been erected and is nearly completed, and will be ready for the use of the school at the promotion in February. The school has been somewhat discommoded by the remodelling of the Oliver Grammar School house, and was kept for seven weeks of last term in the vestries of the Central Church building; but these disadvantages will, we trust, be more than compensated for by the superior advantages of the new structure, named by the City Council, **THE LAWRENCE HIGH SCHOOL HOUSE.**

The following table gives the names, present salary and location, of the several teachers, and the date of their entrance into the service of the city:

Oliver High School,	- - -	Albert C. Perkins,	September, 1863,	\$2,000
"	"	Miss J. S. Gerrish,	January, 1852,	700
"	"	Miss M. Packard,	May, 1863,	525
"	" (Music,)	Reuben Merrill,	September, 1866,	400
Oliver Grammar School,	- - -	John L. Brewster,	October, 1863,	1,600
"	"	Miss S. O. Brickett,	April, 1848,	500
"	"	Miss Abby Hale,	May, 1851,	450
"	"	*Miss E. F. Sanders,	September, 1854,	450
"	"	*Miss A. L. Abbott,	September, 1858,	450
"	"	Miss Josephine Abbott,	June, 1863,	450
"	"	Miss M. A. Newell,	January, 1866,	450
"	"	Miss A. C. Eastman,	April, 1866,	450
"	"	Miss Ella S. Bodwell,	January, 1866,	450
"	"	Miss N. M. Gardner,	October, 1864,	450
"	"	Miss A. E. Shepard,	January, 1864,	450
"	"	Miss M. E. Cook,	January, 1861,	450
"	"	Miss H. M. Bean,	May, 1862,	450
"	"	Miss E. R. George,	September, 1865,	450
"	"	Miss A. C. Plumley,	October, 1865,	450
"	"	Miss C. M. Sweet,	September, 1866,	450
"	"	Miss Ella M. Stiles,	January, 1867,	425
"	"	Miss Emily F. Dodge,	January, 1865,	450
"	"	Miss Pamela J. Ladd,	December, 1867,	400
South Grammar School,	- - -	J. K. Cole,	February, 1863,	1,200
"	"	Miss C. E. Barnard,	June, 1863,	450
"	"	*Miss S. C. Hervey,	June, 1863,	450
"	"	Miss C. F. Abbott,	August, 1866,	400
Prospect Street Middle School,	- - -	Miss A. C. Andrews,	September, 1864,	450
Elm Street	"	Miss A. W. Morrison,	September, 1855,	450
Newbury Street	"	Miss E. A. Stephens,	May, 1861,	450
Oak Street	"	Miss R. F. Doane,	December, 1859,	450
Amesbury Street	"	Miss A. A. Parsons,	September, 1853,	450
Franklin Street	"	Miss Rebecca Gray,	June, 1861,	450
Cross Street	"	Miss L. J. Faulkner,	December, 1865,	450
South Side	"	Miss M. Thompson,	January, 1865,	450
"	"	Miss Julia P. P. Tompkins,	December, 1866,	375
Tower Hill	"	*Miss E. W. Richardson,	April, 1850,	450
"	"	Miss Emma F. Durrell,	January, 1857,	425
"	"	Miss Sarah P. Sanborn,	February, 1867,	350
Pine Street	"	Miss C. M. Taylor,	September, 1865,	450
Prospect Street Primary School,	- - -	Miss S. H. Harding,	June, 1861,	450
Elm Street	"	Miss Laura A. Bailey,	February, 1867,	370
"	"	Miss E. J. Darforth,	September, 1865,	450
"	"	Miss Adelaide Webster,	September, 1866,	375
Newbury Street	"	Miss H. L. Cole,	April, 1855,	450
"	"	Miss S. C. Morrison,	March, 1857,	400
Methuen Street,	"	No. 1, Miss E. C. Bailey,	March, 1858,	450
"	"	No. 2, Miss L. P. Stevens,	December, 1864,	450
Oak Street,	"	No. 1, Miss F. A. Reed,	July, 1858,	450
"	"	No. 2, Miss J. Cummings,	December, 1863,	450
"	"	No. 3, Miss C. Hawley,	June, 1861,	450
"	"	No. 4, Miss Hattie M. Doane,	December, 1863,	450
Amesbury Street,	"	Miss M. J. Wells,	June, 1852,	450
"	"	Miss H. L. Ambrose,	April, 1857,	400
Franklin Street	"	Miss L. L. Gordon,	December, 1854,	450
"	"	Miss Anna Chandler,	January, 1858,	400
Cross Street	"	Miss R. R. Kempton,	March, 1858,	450
"	"	Miss I. H. Pratt,	December, 1855,	400
Pine Street	"	Miss Lena Mallard,	October, 1862,	450
"	"	Miss Ellen E. Durrill,	September, 1867,	350
Tower Hill	"	Miss S. J. H. Ward,	September, 1862,	450
"	"	Miss C. A. Hayes,	January, 1864,	400
River side,	"	Miss Rubie M. Allen,	February, 1837,	400
South Side,	"	Miss M. D. Anderson,	September, 1865,	450
"	"	Miss Frances M. Smith,	April, 1867,	350

* Absent on leave.

The following table contains the record of attendance in the various schools of the city for each term in the year. The whole number belonging to any school includes all who were members of the school for two weeks or more.

SCHOOLS.	WINTER TERM.						SPRING TERM.						FALL TERM.					
	Whole Number belonging.	Average Number belonging.	Av. attendance.	Per cent. attendance.	No. over 15 years.	No. under 5 years.	Whole Number belonging.	Average Number belonging.	Av. attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.	Whole Number belonging.	Average Number belonging.	Av. attendance.	Per cent. attendance.	Over 15 years.	Under 5 years.
High School,	91	87	85	97	72		77	75	74	98	70		82	78	78	99	64	
Oliver Grammar,	833	737	645	90	23		832	780	725	92	31		758	745	694	92	21	
South Grammar,	132	111	100	90	13		111	102	90	88	8		105	93	82	88	5	
Prospect Street Middle,	63	43	37	86			59	51	45	90			46	42	38	90		
E. Elm Street Middle,	52	39	35	89			52	36	34	96			49	36	33	90		
Newbury Street Middle,	70	52	41	90			64	49	44	89			44	39	37	94		
Oak Street Middle,	67	47	41	87			60	46	43	93			57	39	34	87		
Amesbury Street Middle,	67	46	40	87			52	45	41	91			48	41	38	92		
Franklin Street Middle,	61	48	44	91	2		61	48	55	94	1		43	37	34	92		
Pine Street Middle,	87	58	47	81			54	41	33	83			51	39	32	82		
Cross Street Middle,	68	46	43	93			43	39	36	92			49	43	39	91		
Tower Hill Middle,	59	50	45	90			87	72	62	85			79	59	55	93		
South Middle,	72	66	56	85			73	66	55	83			78	63	51	81		
Prospect Street Primary,	79	54	45	83			104	83	70	84			109	90	79	87		
E. Elm Street Primary,	103	79	71	90			109	84	78	92			100	85	81	95		
Newbury Street Primary,	93	77	68	91			99	80	74	93			98	82	76	93		
Methuen Street Primary, No. 1,	72	56	43	86			57	49	43	88			55	46	39	85		
Methuen Street Primary, No. 2,	69	54	46	85			102	83	76	91			92	80	72	90		
Oak Street Primary, No. 1,	63	39	34	87			47	42	38	90			39	32	30	93		
Oak Street Primary, No. 2,	74	48	43	89			52	44	41	93			37	32	30	93		
Oak Street Primary, No. 3,	79	52	45	87			68	57	52	91			51	41	40	90		
Oak Street Primary, No. 4,	55	48	43	89			105	76	70	92			113	87	81	93		
Amesbury Street Primary,	101	77	70	90	1		111	84	80	95			80	63	60	95		
Franklin Street Primary,	128	67	83	81			139	104	87	84			107	69	63	91		
Pine Street Primary,	127	87	74	85			113	86	68	90			97	71	63	80		
Cross Street Primary,	96	83	76	90			115	106	88	83			101	92	86	93		
Tower Hill Primary,	109	86	70	81			115	106	88	83			115	95	85	83		
Riverside Primary,	55	35	32	91			58	49	45	91			51	41	38	92		
South Side Primary,	130	99	75	76			143	118	100	84			146	110	88	79		
Total	3155	2445	2153	87	111		3129	2602	2438	89	110		2901	2573	2252	86	92	

FREE EVENING SCHOOL.

A free evening school for the instruction of persons over fifteen years of age is still held during the Fall and Winter months, in the rooms fitted up for this purpose in the basement of the City Hall.

This school has been from its commencement under the especial charge of Rev. George P. Wilson, City Missionary, and probably has accomplished more each year than any previous year.

Most of its corps of twenty-four teachers have taught in the school before, and have thus acquired some experience to assist them in meeting the requirements of such a school. Nearly two thousand persons have learned in this school enough to be of some benefit to themselves and make them more useful to others. Very many have learned here both to read and write, and some also have acquired a fair practical knowledge of the fundamental rules of arithmetic.

The school having accommodations for three hundred and twenty-five pupils, opened the present term with three hundred and seventy-five, and thus far appears well, though crowded.

CONCLUSION.

We are again, through the favors of a kind Providence, permitted to look back upon a year of uninterrupted prosperity in our schools. If they

have not all maintained as high a rank as we have desired, yet they have generally done well. No serious difficulty has appeared during the year in any of the schools. No want of mutual confidence or cordial co-operation between the teachers of the various schools has manifested itself. The little annoyances of every day occurrence in one school or another, have usually been patiently borne with and wisely overcome. Considerations of duty, and fidelity to their trust, have generally seemed to take precedence in the minds of the teachers over considerations of self.

The deliberations of the Committee have been often protracted, but always harmonious.

No unkind or unpleasant feeling is known to have arisen in any of our discussions.

May the same inclination to listen patiently to the suggestions, and treat courteously the conviction of all, the same desire to discover and firmly but kindly maintain the right, characterize the doings of the School Committee of Lawrence, in the future, as have been our constant attendant during the year now drawing to a close. All of which is respectfully submitted.

G. E. HOOD,

SECRETARY AND SUPERINTENDENT OF SCHOOLS.

GRADUATES OF THE HIGH SCHOOL.

The following tables contain the names of the graduates of the High School. No complete record of these names is found. The list is believed to be nearly correct, but any one who discovers a mistake in reference to a name, or the omission of any name, will confer a favor by communicating the correction to the Superintendent of Schools:

1852.

William H. Parsons,	Susan M. Ham,
L. Maria Cobb,	Abbie A. Parsons,
Warren A. Durant,	Anna E. Ryan,
Mary J. Wells.	

1853.

Hannah L. Ambrose,	Anna M. Porter,
Elizabeth D. Cabot,	Harriet A. Porter,
Rebecca F. Doane,	Robert W. Putnam,
Lucy A. Gage,	George W. Sargent,
Sarah F. Norris,	Lucy J. Swan,
Mary A. Osgood,	Isabella H. Wilson.
James F. Cummings,	Anna W. Morrison,
Emily G. Poor.	

1854.

Ednah W. Newman.

The course of study was changed this year so as to continue four years instead of three, and several of the class remained another year in the school.

1855.

Eliza B. Beetle,	Susan A. Osgood,
Sarah E. W. Cole,	Elizabeth Potter,
Mary A. Dane,	Caleb Saunders,
Lydia D. Cabot.	

1856.

Caroline C. Fairfield,	Henry Potter,
Emily G. Wetherby,	Susan C. Morrison.

1857.

Rebecca L. Bordman,	Lucy B. Dane,
Annie R. Chandler,	Lydia P. Stevens,
Mary E. Cook.	

1858.

Ellen M. Andrews,	Marian Howe,
Jedidah C. Beetle,	Ellen E. Demeritt,
Lucretia S. Bordman.	Bessie Flanders,
Susan F. Bryant,	Josephine M. Haines,
Henry A. Carter,	Charles E. Knowles.
Nancy M. Carter,	Francena Swan,
Charles H. Cobb,	Sarah J. Williams.
N. Sprague S. Tompkins.	

1859.

Burr Beach,	Mary F. Paul,
Eliza A. Bennett,	Sarah H. Potter,
Ellen A. Brown,	Edgar G. Pratt,
Harriet M. Doane,	Enoch Pratt, Jr.,
Annie E. Garland,	Abbie E. Russ,
Ellen E. Hastings,	Fanny J. Stevens.

1860.

Lizzie H. Bradley,	Helen M. Bean,
Sarah R. Cabot,	Hattie L. Bryant,
Mary A. Newell,	Marcia Packard,
Charles H. Littlefield,	Florence A. Talbot,
Charles T. Daniels,	Charles M. A. Howe,
A. F. Scruton,	Rollin E. Harmon,
Edward W. Stevens.	

1861.

ENGLISH DEPARTMENT.

James L. Barker,	Arthur W. Dyer,
Joseph E. Buswell,	Frank T. Crocker,
Clara A. Hayes,	Clara B. Worcester.
Charles O. Webster.	

CLASSICAL DEPARTMENT.

William S. Knox.

1862.

ENGLISH DEPARTMENT.

Henry S. Rowe,	Charles G. Saunders,
Clara M. Barker,	Fanny A. Field,
Emma E. Fallon,	Arabelle Smith.

1863.

ENGLISH DEPARTMENT.

George F. Bean,	Geo. R. Chase,
Clarence M. Dyer,	James Daley,
Ella S. Bodwell,	Anna E. Hayes,
Ellen F. Marbel,	Emily Packard,
S. Augusta Paul,	Sarah L. Smith,
Charlotte M. Taylor,	Adelaide Webster.

CLASSICAL DEPARTMENT.

Charles G. Saunders.

1864.

ENGLISH DEPARTMENT.

Oscar Silas Wright Bailey,	Clara Eaton Glover,
Emily Jane Danforth,	Clara Augusta McDuffie,
Alice Baker Stevens,	Julia Phillips Tompkins,
Eugene S. Yates.	

CLASSICAL DEPARTMENT.

James Daley,	George Roscoe Chase.
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1865.

ENGLISH DEPARTMENT.

Anna Marilla Barker,	Mary Emma Norris,
Mary Bradley Beetle,	Georgianna Jenette McCoy,
Caroline Melvina Bonney,	Mary Frances Packard,

Lucy Jane Goodhue,
Mary Leland McLanathan,

Ella Maria Stiles,
Mary Caroline Sweet,

CLASSICAL DEPARTMENT.

Clara Eaton Glover.

1866.

ENGLISH DEPARTMENT.

Martha Ann Doyle,
Lizzie Frances Huse,
Helen D. Langmaid,
Mary Livermore Saunders,
Harriet Varnum Thissell,

George Wallis Plummer,
Josephine Lucinda Hosmer,
Lucy Josephine Knight,
Frances Madora Smith,
George Minot Garland,

Charles Burnham Sanders.

CLASSICAL DEPARTMENT.

Mary Leland McLanathan.

1867.

ENGLISH DEPARTMENT.

Mary Elizabeth Allyn,
Arvesta Jane Bailey,
Emma Bonney,
Ada Jane Emery,
Kate Almira Fisher,
Mary Elizabeth Fisher,
Mary Augusta Hamilton,
Agnes Davis McKay,

Lizzie Mason Reed,
George Washington Bailey,
Frederic Owen Davis,
Samuel James Elder,
Wm. Prescott Frost, Jr.,
Frank Hugh Dyer,
Willard Blakely Perkins,
Abbie Sarah Kendall,

Martha Copp Paul.

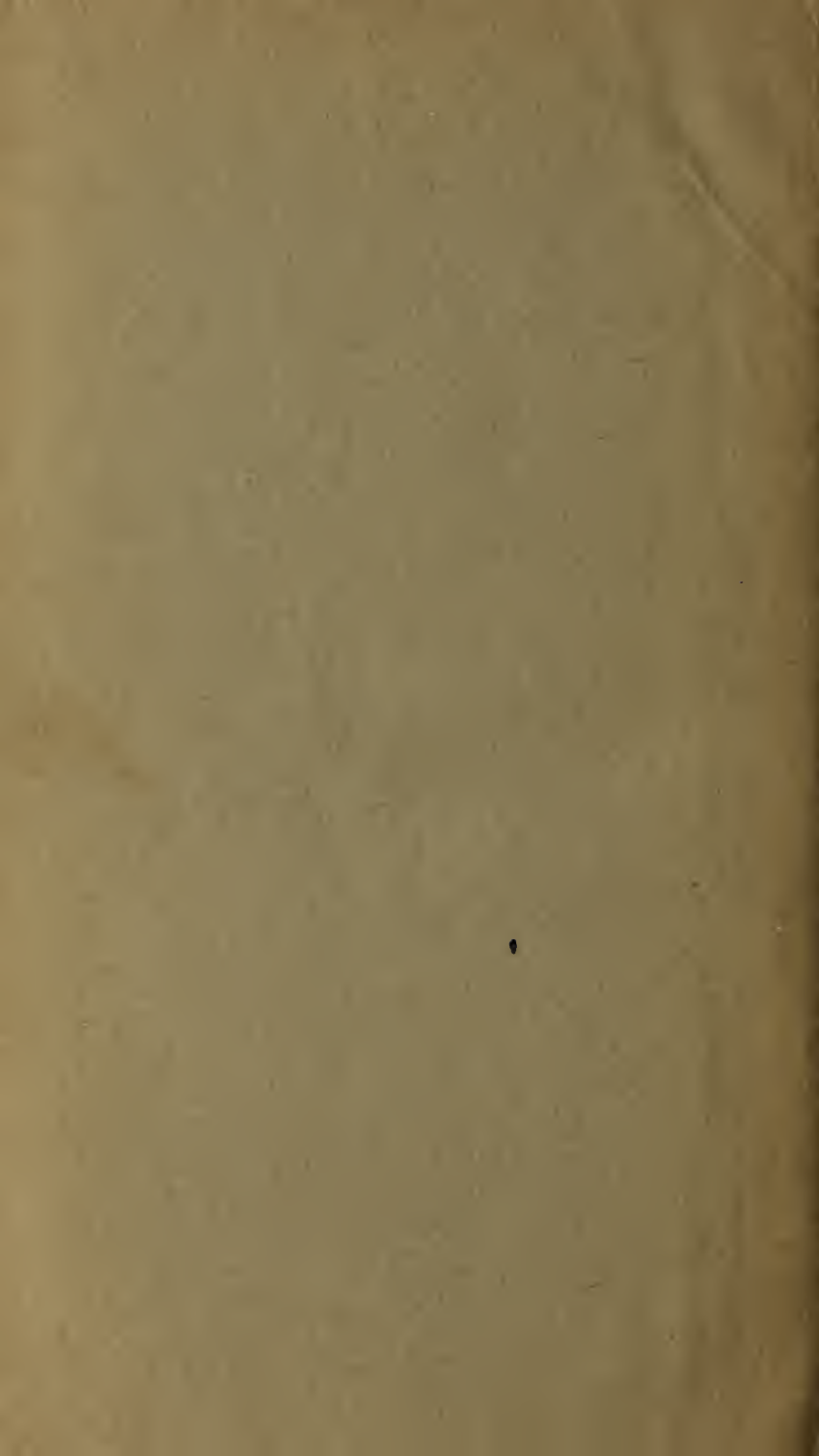
CLASSICAL DEPARTMENT.

George Minot Garland,

Chas. Burnham Sanders.

The regular meetings of the School Committee in 1868 will be upon the last Thursday of each month.

All bills against the School Department should be presented before that day.





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